THE SEARCH FOR STANDARDS OF, LIBRARY SERVICE IN COLLEGES OF TECHNOLOGY AND POLYTECHNICS IN NIGERIA

by

SUNDAY OIADELS ISHOLA, F.L.A.

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SUPERVISOR : STEPHEN ROBERTS

LIBRARY MANAGEMENT RESEARCH UNIT,
DEPARTMENT OF LIBRARY AND INFORMATION STUDIES

S. O. ISHOLA 1978

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DEDICATION

Dedicated to:

My parents and foster mother, Bilewu

Bọlajoko, my wife and our children:

Oluṣọla, son

Olukẹmi, daughter

Ọladapọ, son.

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LIST OF ACRONYMS

A.C.R.L.	Association of college and research libraries
B.U.	Bibliographic units
F.T.E	Full-time equivalents
W.S.H.	Weighted student hours

CHAPTER 1

NEEDS AND OBJECTIVES

1.1 INTRODUCTION

The first major library for a College of Technology in Nigeria was developed in March 1950 from what was left of the library of the former Yaba Higher College. The Yaba Higher College had been closed down and its students transferred to Ibadan to form the nucleus of the University College, Ibadan, in 1948, as a result of the recommendations of the Elliot Commission (1945). The best of the Higher College library was transferred to form one of the initial collections of the University College Library.

The Yaba Technical Institute library was, however, fortunate to be in charge of a trained 'librarian', Mr. L. O. Akinyele, who was appointed in March, 1950. Mr. Akinyele was one of the five Nigerians (out of eleven West Africans) who attended the Librarians' Training School, based at Achimota College, Ghana, in 1944/1945 (Ishola, 1976).

A landmark in the history of the library came in 1966 when the Ford Foundation librarian, Mr. G. E. Maxim, was appointed to develop the library. Earlier in November 1964, the Federal Government of Nigeria had made a request to the Ford Foundation of New York for financial assistance in order "to strengthen and accelerate the development of the technical library." A grant of 125,000 U.S. dollars was made towards the development (Yaba College of Technology, 1973). 56,000 U.S. dollars were earmarked for building up a minimum book collection of 12,000 volumes for an institution with a student population of 2,600, educating technicians and other middle-level man-power in the professions, including science, engineering, commerce, management and

art and printing. The book collection was to be built up in two years. 24,000 U.S. dollars were to be spent on air-conditioning, photocopying and related equipment.

Provision was also made in the grant for the further training of the Nigerian librarian and his deputy. The significance of the development programme to the library was a capital grant given for building up the bookstock in the first two years in addition to the recurrent grant.

Meanwhile, other libraries notably those of the Technical College, Ibadan (now the Polytechnic, Ibadan), Kaduna Polytechnic and Auchi Technical College (now Auchi Polytechnic) were being run on a shoe-string annual budget. Even Yaba College of Technology (formerly Yaba Technical Institute), which was promised "a special appropriation annually" to keep up to date the basic book collection, did not appear to receive any special consideration in the recurrent estimates, judging from the amount voted in the annual estimates. The libraries have, however, undergone tremendous changes in allocation and in the level of provision. The Polytechnic library, Ibadan, borrowed a cue from Yaba and was voted a substantial sum for its development in the early 1970s. It is remarkable that these changes took place after the institutions were given some measure of autonomy. All the institutions, except Yaba College of Technology were formerly directly controlled by the State (formerly regional) Ministries of Education.

1.2 PRESENT POSITION

But even now the development shows wide disparity in the level of provision, staffing, finance, accommodation and the services offered by the existing institutional libraries. For one thing, the country has no standards for library service in any types of libraries; at least, none have been formulated by the Nigerian Library Association or its

sections. The seminar on Standards of Practice for West African Libraries held in Ibadan in April 1967 (Dean, 1969) did not cover the college of technology. The seminar lost a rare opportunity in not inviting the Ford Foundation librarian who was at that time building up the technical college library to share his experience with the delegates on this the virgin branch of librarianship. Even in 1978, eleven years after the seminar, no other visible attempts have been made at formulating any standards for library service in the country. In 1967 Douglas Foskett summing up the discussions at the seminar had suggested that a professional body, the Nigerian Library Association, should coordinate efforts at formulating standards. He warned that unless a body, as opposed to one or two individuals, takes up the responsibility to see the discussion to formulate standards of library service as a continuing effort, the attempts at formulating standards would certainly fail. He emphasized that this would be a catastrophe because no library service, however much it can draw upon the devoted labours of individuals, can afford to be without some general standards of excellence to which the practitioners can refer and to which authorities can refer when they are faced with decision making (Dean, 1969).

At no other time are these "standards of excellence" needed in Nigeria more than today as far as the libraries of colleges of technology are concerned. Until September 1977 there were nine such institutions. By September 1978, it is expected that there would be a total of twenty-one. And the existing ones are also expected to expand in student numbers as well as in the spread of subjects and courses offered.

The tremendous expansion of Colleges of Technology and Polytechnics (for brevity Polytechnics will be used for both hereafter) in the last

few years has led to many problems for the libraries in these institutions. There is no definite pattern for every institutional library; this is understandable to a certain extent, in view of the way most of them started. With the exception of Yaba College of Technology which was until September, 1977, the only Federal Government institution, the rest are state colleges of technology/polytechnics.

The library situation in a particular institution depends to a large extent on the college administration. This has resulted in some colleges having reasonably good libraries with generous staffing and finance, while others have to make do with whatever the college administration feels is reasonable provision - a direct reflection of their belief in the importance or otherwise of the library in such institution. In the former case, the library staff are accorded a proper position in the college hierarchy, in the latter a qualified librarian is appointed not in the position comparable to other heads, but he grows with the institution and he is promoted along until he eventually becomes the substantive head - a post which is comparable with other heads of departments. Again the latter is characterised by the librarian making strong cases for adequate finance, and he may have to cajole the Principal before he can agree that a substantial increase in finance is needed for administration of the library and the building up of useful bookstock.

At least one thing is common to all the Polytechnics. The individual polytechnic recognizes the importance of the library as the librarian is a member of the Academic Board. Outside the university the lead in this respect was given by Yaba College of Technology which made provision for the membership of the College Librarian on the

Academic Board in its decree in 1969 (Yaba College of Technology, 1969). The position of Yaba College in this case can be understood if one recognises that it is the oldest. This very progressive example was followed by all the state polytechnics as they also made similar provision in their edicts. The importance of recognition of the librarian cannot be over-emphasized as it is an essential pre-requisite to the development of a good library service in any polytechnic.

1.3 CASE FOR STANDARDS

There is, however, a real need for standards of library service in these institutions. The National Board for Technical Education was established in 1977 by decree number 9 of 1977. It will advise the government on the best ways of maximising the use of available resources in the polytechnics and ensuring that they are adequate to the manpower needs of the country as well as advising the institutions (National Board for Technical Education, 1977). In order that the Board might make itself familiar with the problems of these institutions, committees have been appointed to visit some of them. As far as it can be ascertained, they have concentrated their observations and reports on the adequacy or otherwise of laboratories and workshops. Not even a passing reference was made to libraries. This is a reflection of the degree of importance the Board attached to the provision of adequate library services and facilities in these institutions. It is therefore a danger for librarians in these institutions to sit on the fence and expect the Board to come up with standards of library service for the polytechnics. If this happens, the best that can be expected would be "bare subsistence standard". A further danger is that the minimum will be looked on as a maximum or as adequate for all and it could be a hindrance and a drag for years. But, where that does not happen,

standards could emerge in another way.

The polytechnics are not tied by the Board to any rigid published standards, but are encouraged to submit development plans as well as proposals for current estimates. In practice, the Board will look at such plans and/or proposals and gradually an unwritten standard could develop as comparison is made with other plans or proposals submitted. In such a case, what standards emerge will depend on the views of the Board as well as the type of plans that are submitted and get approved, and on the supporting facts submitted. However, Ward (1970) warned that standards should be established by librarians for if they do not come from inside the profession, they will come from without.

Standards will be necessary to justify to the Board why the funds and other resources asked for are essential to the service, for the Board to evaluate the service in relation to its role and functions, to see what is being achieved and how this could be done better, and for the libraries to justify continued demands for ever-increasing funds. Standards are also essential for planning and evaluation purposes.

Unless there are standards specific allocations of resources to library services in these institutions may be arbitrary. Standards should be recognized as a contribution to the national planning of wider education and social facilities (Withers, 1974). Perhaps one of the best definitions of library standards can make the position clearer:

> "Library standards may be defined as criteria by which .. library services may be measured and assessed. They are determined by professional librarians in order to attain and maintain the objectives they have set themselves. Standards may be interpreted variously as the pattern of an ideal, a model procedure, a measure for appraisal, a stimulus for future development and improvement and as an instrument to assist decision and action not only by librarians themselves but by laymen concerned indirectly with the institution, planning and administration of... library services." (South African Library Association, 1968)

Downs and Heussman (1970) added,

> "There can be little doubt, however, that the overall effect of standards has been to upgrade libraries, providing sub-standard institutions with yardsticks by which to measure their deficiencies."

1.4 STATISTICAL BASIS

It is not advisable to formulate standards without adequate statistics on the library services in these institutions. The National Library of Nigeria collects, collates and publishes statistics on all types of libraries in Nigeria in National digest of library statistics. While such publications have obvious value, they are not particularly helpful in a study that requires detailed analysis of certain aspects of the library service to serve as a basis for establishing standards.

Kenneth Humphreys (1970), in a paper on Standards in University Libraries, delivered at the IFLA General Council Meeting at Copenhagen in 1969, said:

> "It would seem to me that whilst a few working standards may be devised based, for example, on time and motion studies of certain types of work, or on acceptable building norms, it will not be possible to establish standards in other fields until we have the results of operational research and surveys of library services."

It is therefore necessary to collect data from sample libraries in order to know the present library provision in these institutions. Data will include library expenditure, the student numbers, building, bookstock, staff, and services.

1.5 PURPOSE

The intention of this study is to formulate standards which will point the way to effective library service. It will attempt to state at what quantitative point in terms of stock, accommodation and services a library in any of these institutions could be considered effective.

As this cannot be done "in vacuo", it is necessary to examine standards of library service in the non-university institutions in a few representative countries with library service achievements. These countries are Britain, United States of America, Canada and New Zealand. The approach will be that of a critical evaluation of the library services in relation to the latest standards of service based on published statements and statistics. It is, however, not realistic to base the standards to be recommended for Nigeria on these foreign ones. It is as well to consider the peculiar circumstances that influence the recommended standards, the level of development, economic situation, national library resources, the functions these libraries are expected to perform, status of publishing in the countries, difference in the peculiarity of student body, the official methods of teaching and the effect they are likely to have on the library.

Chapter 6 of this dissertation is devoted to the recommended standards of library service for the polytechnics in Nigeria. The intention is for it to serve as a spade work and therefore to prepare the ground for librarians in these institutions. The material in the dissertation - the library implications of the polytechnic system, detailed analysis of the data collected through postal questionnaire, comparative studies of standards of library services in similar institutions in some countries with critical comments and main recommendations - will form a valuable basis for the formulation of standards for these libraries.

If it could do that much, the dissertation must have achieved its mission.

CHAPTER 2

2 BACKGROUND TO COLLEGES OF TECHNOLOGY

2.1 INTRODUCTION

The genesis of technical education in Nigeria can be traced back to Yaba Higher College which was established in 1932 (Fafunwa, 1971). However, the technician education with which we are interested originated from the Ten-Year Technical Education Development Plan, drawn up by the Department of Education in Lagos in 1944. Amongst the recommendations for the development of technical education at this level was the establishment of a Technical Institute at Yaba. It was also the intention that at a later stage Technical Institutes would probably be established at Enugu and at the Northern Provinces centre (Nigeria, 1944).

It was realised at the time that the shortage of properly trained technicians was one of the limiting factors in any real and rapid development. It was therefore decided that quick action was necessary to correct what might continue to be a serious lag in the work of development since future efficiency and development of the country very largely depend upon an adequate supply of technicians.

The Yaba Technical Institute was to provide the theoretical training of apprentices of all types, whether they receive preliminary training at the Trade Centres (three Trade Centres were to be established in Nigeria and one of them was to be located adjacent to the Technical Institute) or in government departments or industrial concerns. It was also to take over all the activities of the Yaba Higher College from which it inherited all buildings. The Technical Institute was to provide full-time classes and part-time continuation classes in those subjects required by industries, while other courses could be introduced as a

result of the requirements of the "students working in or preparing to enter local industry". "As much use as possible will be made of part-time instructors drawn from the ranks of industry and the professions. Such a policy allows small scale projects to be operated economically and also infuses vital spirit into the institution while keeping in touch with the industrial world" (Nigeria, 1944). The provision of workshops was expected to affect the whole outlook of the Institute and would prevent it from becoming purely academic in character. It would help the Trade Centre by providing designs and drawings, for the contracts undertaken by the Centre.

Specifically, it was to provide courses in the building trades, civil, mechanical and electrical engineering, telecommunications and radio, the printing trades, and other local trades such as tailoring and shoemaking, and initiate courses which would eventually be taken over by the Territorial or University College (Nigeria, 1944).

It was hoped that through the establishment of the Institute, the training of technical officers given by the various departmental training schemes would be centralised and thereby contribute to the improvement in the quality of the training. The various departmental training schemes include those at Lands and Surveys established in 1908, Marine in 1928, The Public Works in 1931, the Posts and Telegraphs in 1931 and the Railways in 1942. The total number of people trained by these various schemes up to 1945 was about 300 (Kilby, 1964).

The cost of running the Institute over a ten-year period, 1945-1946 to 1955-1956, was estimated at £424,200, including the cost of buildings estimated at £110,941 (Nigeria, 1944). It was to be financed from the Colonial Development and Welfare Vote.

The Institute was to admit 1,000-1,500 students, and provide

residential accommodation for 250 students with additional accommodation for London Intermediate students (Nigeria, 1944).

In 1952 the Nigerian College of Arts, Science and Technology was established when the government accepted the Thorp and Harlow report (Thorp and Harlow, 1950). It was established on a tripartite basis with branches in Zaria, Enugu and Ibadan. Its purpose was to provide additional educational opportunities for secondary school leavers and technical institute candidates. For the period it existed, it provided professional and sub-professional education and training in engineering, surveying, mining, geology, telecommunications, agriculture, forestry, veterinary services, accountancy, adult education and secretaryship (Fafunwa, 1971). 'The Nigerian College' with its branches later became the nuclei of some of the universities in the early 1960s.

When the Yaba institute was established in 1947, it started with preparatory day and evening courses for mechanics and carpenters released from work by arrangement with the Nigerian Railway and the United Africa Company (Nigeria, 1948). The following year it offered junior technical courses, handicraft instructors' course, manual instructor's course, mechanical engineering assistant and evening courses in mechanical engineering, carpentry and joinery and electrical installation (Nigeria, 1950).

From this humble beginning technical education has developed and expanded into the system of Colleges of Technology and polytechnics. They are institutions of higher education, although they rank below the full universities. They are of growing importance and are taking an increasing share in providing the required manpower needed in the country at the middle level and professional level outside the university. In fact, they are an integral part of the education service which provide

qualities that cannot be found elsewhere.

At present there are 16 Colleges of Technology in different parts of the country. They are variously called colleges of technology and polytechnics. And they are offering courses similar to the former Colleges of Technology in Britain, but now they are mid-way between the technical colleges and the polytechnics in Britain. Specifically, they offer courses which can be equated to the Higher National Diploma in Britain and prepare students for professional examinations.

2.2 OBJECTIVES

The objectives of the polytechnics as could be gleaned from the decree and edicts (Yaba, 1969; The Polytechnic, 1970; Kwara, 1976) of some of the institutions are:-

(a) providing courses of instruction, training and research in applied science, technology, commerce and management. The courses which could be full-time and part-time will lead to the awards of diplomas, certificates and other distinctions at the intermediate manpower level.

(b) special training courses whether leading to distinctions or not, taking into account at all times the requirements of the country and the intermediate level of manpower needs of the country.

(c) work in the development of techniques.

(d) conferences, seminars, study groups and like activities.

(e) courses of instruction, leading to the entry qualifications into universities and other institutions of higher learning.

Most of these objectives are summarised in official statements that they are to offer courses for middle-level manpower education and training and for non-university professional courses. (Nigeria, 1977).

2.3 COURSES

2.3.1 Technician and Professional

A discussion of the present situation is necessary. They are primarily post-secondary non-university institutions offering a wide variety of courses for technicians in the sciences and engineering and horology, town planning, quantity surveying, land surveying, printing science and technology and professional courses in management, accountency, business administration, industrial design, art and secretarial studies. For most courses diplomas are awarded and in these cases the students must have the General Certificate of Education 'O' level in the required subjects and 'A' level passes in GCE for most professional courses in order to be able to sit professional examinations in addition to the Nigerian National Diploma.

The new 4-year engineering courses are designed to provide for maximum feasible integration of the college and the industrial activities in respect of the relevant departments and the students. As a result of the contacts with industry, students in these institutions will become aware of the industrial liaison activities and will be willing to benefit from such contacts when they work in industry.

As the fundamental objective of the NND (Nigerian National Diploma) is to plan courses which are relevant to the jobs that technicians do, the education services and industry should come into a closer relationship.

Part-time courses are also offered for most of the full-time courses though practice varies slightly from one polytechnic to another. Some offer day-release courses mainly for those who want to improve their theoretical knowledge in an area like printing, while gaining practical on-the-job experience. Courses are available also for those who want proficiency in some subjects. These are offered on

a subject basis. They are available to those who will not normally fit into the regular course pattern because they do not have the requisite entry qualifications.

The colleges have close industrial, commercial and community links and therefore are well suited to provide part-time, sandwich and day-release courses, where necessary knowledge lies more often with practising professionals than with academics. The staff of these colleges could provide the basic teaching required, and the appropriate educational research into the methodology appropriate to the needs of the mid-career learner. They would also identify the unmet needs of the professional community and find contributors able to lead the learning experiences of their contemporaries.

2.3.2 Preliminary

In an attempt to upgrade the qualifications and status of some craftsmen to become technicians, preliminary courses are offered in some of these institutions in the basic sciences: chemistry, mathematics and physics for those who have the full technological certificates of the City and Guild of London Institute. This is a one-year course. Those who are successful are admitted into the first year of the Nigerian National Diploma course in Engineering. This is a four-year course, with the long vacations spent in industries.

As a result of the poor performance of students in the Higher School Certificate examinations (i.e. equivalence of General Certificate of Education 'A' level), some state governments asked their polytechnics to offer courses in General Certificate of Education 'A' level.

Meanwhile, it is doubtful if the Federal Government will want to spend its allocation for technician education for this course. It is

learnt from reliable sources that this course is not taken into account in Federal Government allocation to the State polytechnics running the course. It is, however, not known yet the extent to which the new system of education to be introduced in 1981 will affect this programme. The new educational system will replace the present 2-year post-secondary course for 'A' level and introduce instead a six-year (3 year junior and 3 year senior) secondary education and a four-year university education for the bachelors degree courses. In that case, admission may have to be based strictly on the quality of the secondary school examination result.

2.3.3 Short Courses

In addition to the full-time management courses, short courses in all aspects of management are offered:

a) To make existing supervisors more effective as managers.

b) To establish better initial training for potential or newly appointed supervisors so as to prevent the recurrence of the problem in the future.

The courses also serve as a kind of forum where supervisors can swop ideas and experiences under the guidance of the tutors with the aim of enabling established supervisors to consider their jobs objectively, fully understand their roles and responsibilities and identify key areas of activity in order to achieve performance improvement.

2.3.4 Other Responsibilities

The Polytechnics also have responsibilities for research. Their research programmes should serve as a servicing function to teaching and would be related to that carried out in industrial and other non-academic institutions.

They must act in concert to meet the obligations to students and themselves by providing training and development courses for their staff. The aim of this training must include the development of attitudes compatible with student centred learning and with seeking out relevance in learning programmes as well as training in technology and communication. This could constitute the first step in trying to create unique educationally oriented tertiary institution attuned to the demands of the future.

2.4 POLYTECHNICS: THEIR ROLE IN MANPOWER SUPPLY

Maclennan (1975) described middle-level manpower as those "who exploit scientific and technical discovery; the people whose training and skill in industrial processes enable the material wealth of a nation to be built up." They require in many cases to have theoretical knowledge not far below that of the professional graduate together with high-level practical expertise.

Education at this level is needed in Nigeria for industrialization and modernization, thereby strengthening and sustaining a healthy, growing national economy by helping industry to be more effective in the achievement of its main objectives of producing the national wealth, creating employment, and providing an adequate standard of living in institution, health, housing, education and an acceptable quality of life for everyone. Technician education produces the manpower resources that make industry more productive, increasing the volume and improving the quality of production of goods and enabling them to be sold at more competitive prices.

And as the economy of the country develops there will be a demand by industry for relatively more technicians with specific specialism in some areas.

In Nigeria there is urgent need for higher middle-level manpower in engineering, environmental technology (town planning, architecture, surveying), laboratory technology (medical and science), technical teachers, textile technology, catering and food engineering, commerce, management, secretaryship and accountancy. These are but a few of the areas in which the polytechnics will play an important role in manpower supply.

The students will need to have an understanding of the fundamental scientific and technological principles underlying the purpose, design, construction, operation and maintenance of the tools, machines and other equipment they use and for which they are responsible. Initial courses are often based on a sound grounding of scientific principles in order to give the student a good foundation knowledge of his chosen industrial field and enable him to understand, say, the basic principles of design, construction and production. This initial training would be sufficiently wide to act as a springboard to a first specialism. Also an important factor is that because technological innovation is a continuous process in industry, the course structure must be capable of responding to change rapidly and efficiently. It is therefore desirable that the range of existing knowledge be extended without necessarily raising the level of subsequent specializations.

The short-term objectives aimed at facilitating the ultimate realisation of the national objectives under the current national development plan, 1975/1980, include increase in the supply of high level manpower, diversification of the economy, and balanced development (Nigeria, 1975).

It is realised that shortage of intermediate and high level manpower is "hampering the development of the Nigerian economy". The present development plan therefore aims at ensuring an adequate supply of all categories of manpower required for "sustained economic growth". It is also hoped that during 1975/1980 the economic infrastructure necessary for sustained industrialisation of the economy will be established. It has not been possible in the early 1970s to meet the projected number of technicians and other middle level manpower needed by Nigeria to meet its economic and social development for the period 1970-1980. This was estimated to be 50,000 at the rate of 5,000 annually (Kilby, 1964). However, the existing polytechnics produced an average of 1,000 per annum for the period 1970-1975 (Ishola, 1977). This represents a shortfall of about 80 per cent for the period 1970-1975. And in 1972 they are producing 2.8 technicians per 10,000 of population as against 3.6 technologists for the same population (Unesco, 1974). If this is expressed in another way, Nigeria is producing 0.8 technician per technologist/scientist. The generally accepted ratio of technicians to technologist is 5:1 (Hunter, 1963; Great Britain, 1956). The ratio, however, varies from industry to industry.

For these reasons, there is a shift in emphasis and orientation towards a more functional approach to education which better fulfils the socio-economic and political needs of the nation. In addition to the regular courses, the Federal government will give support to programmes clearly identified as meeting specific manpower requirements of the country at this level (Nigeria, 1975).

A sum of 188 million Naira will be spent on technical education throughout the country. And in order to meet the existing shortfall in

the supply of middle level manpower of all categories, it is envisaged that enrolment will increase during the current plan period from 8,856 students to about 36,455 with the annual output of 3,000 in the first year of the plan (1975/76), increasing to 9,000 by 1980 (Nigeria, 1975).

The courses offered by the polytechnics, the staff, the varying teaching methods used, the students and their background and the relationship of the colleges with outside organisations, industry and commerce particularly have important implications for library services in these institutions. All of these will be examined in the next chapter.

CHAPTER 3.

3. IMPLICATIONS OF THE POLYTECHNIC SYSTEM FOR LIBRARY PROVISION

3.1 INTRODUCTION

The previous chapter was devoted to defining the whole objectives of polytechnic education in Nigeria, particularly its emphasis on functionalism - the integration of theory and practice; the liaison that should exist between the polytechnic and industry; the levels of students it caters for, and the peculiar problems the rapid expansion of this arm of higher education will create for the polytechnics.

If the library is to contribute meaningfully to the objectives of the polytechnics, it must play a very dynamic role and be innovative in many respects. The innovative role would be in restoring the unity of knowledge to the students and destroying the rigid and artificial specialisms inherent in mainly classroom instructions. To achieve that much the library must be a place which can "stimulate intellectual curiosity and independent learning" (Lewis, 1970). The concept of "Library college" which is based on inter-disciplinary studies rather than narrow specialism has a lot to commend it. However, the practice of this concept can only be practised in its restricted form in Nigeria as it will be too expensive in the form it is practised in its native home in the United States of America.

Incidentally, most polytechnics in Nigeria operate the credit unit system while a few more are seriously considering its adoption. This system encourages liberalisation of education. Perhaps the strongest stumbling block to wholesale adoption of this system are the professional examinations syllabuses to which the polytechnics must have to teach. However, the adoption of national syllabuses which the National Board

for Technical Education is encouraging should make possible flexibility in the way the courses will be organised. Advantage should therefore be taken of an opportunity in the preparation of these syllabuses so as to introduce innovation and elements of liberalisation into the course contents of the Nigerian National Diploma.

There is therefore a need for active cooperation between the librarian and the academic staff so as to create a learning situation in which the classroom inevitably and essentially leads to the library. It is, however, essential that the right climate which gives confidence in, and respect for the library must exist. This depends largely on the book collections, the calibre of staff, accommodation, finance and other resources that are at the disposal of the librarian.

3.2 PROBLEMS

3.2.1 Local library resources

In developing the library service in Nigeria the librarian must bear in mind that there may not be many libraries in the locality that are likely to have bookstock at the same levels as those in which the polytechnic is interested. He is therefore forced to stock as soon as is practicable all the books and periodicals and major reference books that are of direct relevance to the courses of study. With the exception of cities and towns like Lagos, Ibadan, Enugu and Zaria with a concentration of libraries, mainly university and special, others are not as well served with libraries. Even in these places experience has shown that the interlibrary loan traffic is usually between similar institutions. Although other libraries could be of use, the waiting time may be too long since the books are also in heavy demand by their own students and staff. It is only in the area of periodical literature that some assistance could be expected because of photocopying facilities.

3.2.2 Availability of books through book trade

The book problem is aggravated by the fact that most of the books in use in higher education in Nigeria are imported from England and America and from France and Germany for books in French and German languages. The last category is relevant in the case of the polytechnics offering courses in bilingual secretaryship. Generally speaking, most bookshops do not carry comprehensive stocks of certain books for fear of tying down huge sums of money on stock that may not sell. This creates problems for the librarian in that students rely mostly on the libraries as their source of books. The library on its part relies to a large extent on the importation of books with the attendant delay in satisfying requests, even in some cases of getting additional copies for those titles that are temporarily in heavy demand.

3.2.3 Communication

Communication is a nagging problem. The direct effect of this is delays in interlibrary loans if sent by post. Reliance on the telephone has frustrated many a librarian. The erratic and temperamental telephones have forced many people to go in their cars to transact library business that otherwise would be better done by telephone. This has in turn contributed to traffic congestion in Lagos and Ibadan. For this reason, some libraries have bought motorcycles for their attendants for use in interlibrary transactions. Courier service has also been experimented with, between libraries in Benin, Ile-Ife and Lagos. (Esezobor, 1974).

3.2.4 Administrative problems

There are, of course, the administrative problems. The nature of these problems will vary from one polytechnic to another. The most common of these are delays in the finance office in settling invoices.

So unless the librarian is very vigilant, a good many of the invoices may remain unsettled. Consequently, the library may lose the goodwill of its creditors, mainly booksellers and other library suppliers. Worse still, the delay in payment could lead to loss of money from the current vote as previous bills may have to be settled from this vote. This could have serious repercussions in institutions that forfeit unspent grant to the treasury. And the librarian may have an uphill task in justifying his request for additional grant in his advance proposals for subsequent financial years.

Some of the most important problems have been highlighted as they affect the efficiency of the service, the operational costs as well as the size of staff and the time that might be needed to perform essential functions and offer services. They are, however, not peculiar to the polytechnics.

We will now go into some of the specific provisions and services.

3.3 BOOKSTOCK

If we are to produce the right type of technicians that Nigeria most badly needs - that is, men whose judgements can be trusted and who can be expected to lead others in development and maintenance work - then we must see that their education and training include a good measure of quiet and contemplative browsing amongst the books of their own selection. It is also desirable that those students who are training to make a direct contribution to the national income should also display considerable interest on how our present-day society is organised, and in the great contribution which modern industrial development has made towards the elimination of drudgery. The provision of a first class library will help towards meeting these objectives (Boyle, 1957).

The bookstock should be comprehensive and related to the courses of study offered in the institution. And it is desirable that it be as independent as possible. It must consist of the following:

(a) reference copies of standard texts. This is necessary in Nigeria because most of the books are imported and students encounter problems in obtaining them as they are not normally available in the bookshops, even in the cities. The reference copies will ensure that at least one copy each of most books are available in the library for reading at any time the library opens;

(b) lending copies of (a) above;

(c) background readings recommended by lecturers and which may be required for projects;

(d) basic reference stock consisting of standard reference books, a wide range of bibliographical tools, including abstracts and indexes reflecting current developments and as keys to the literature, and standard specifications and patents;

(e) a range of current periodicals for current thoughts and developments in the subjects studied at the appropriate level and back runs of periodicals;

(f) a wide range of books and periodicals supporting the liberal studies programme;

(g) stock in support of research interests of staff and which will keep them fully abreast of developments in their fields;

(h) files of trade literature, examination papers, syllabuses, career information and an art illustration collection for an institution offering courses in fine arts and fashion design;

(i) audio-visual aids: tapes, slides, films, film strips and gramophone records and audio-visual equipment;

(j) stock reflecting the need of local industry for information in addition to staff and student needs (Sewell, 1967).

What will be required will vary with our views of our proper functions and local circumstances. For example, the presence of research collections in nearby university or special libraries may relieve the polytechnic of subscribing to periodicals on fringe subjects or those only infrequently needed by staff or students for projects. On the other hand, a polytechnic in an area without these resources may have to provide such materials. In the circumstances, the library must buy the ones it knows will get good use and so should be available on the spot.

In building up the collection one must not lose sight of one inescapable fact that these polytechnics, like other educational institutions in the country, are supported from public funds. It is as well that the library services be viewed not only in the light of institutional requirements, but as part of total national provision for information and research needs. The Unesco General Information Programme recommends that no library will be an island unto itself. It advocates an integrated national information library system (UNESCO, 1971, 1975). It is essential therefore that the polytechnic libraries get involved in the library cooperativ schemes at both local and national level. As has been indicated earlier, the polytechnic library may be the only library of any consequence in some areas for the next few years. In such circumstances, the librarian may have to initiate the best way of mobilising the resources in the locality to the best advantage. We will return to this topic later in this chapter.

The book collection must of course reflect the levels of courses in the polytechnics. The levels range from remedial for those without the General Certificate of Education ordinary level, to those pursuing the Nigerian National Diploma and the professional courses. The Nigerian National Diploma is similar to the Higher National Diploma in the United Kingdom. At the lowest level the stock will provide ordinary level books in the sciences - but mainly in mathematics, chemistry and physics for those on remedial courses. The students on these courses usually have the equivalent of City and Guilds of London Institute Certificates but have deficiencies in those science subjects. The purpose of the course is to upgrade their knowledge in these subjects to General Certificate of Education 'O' level during a year's part-time evening course. (Yaba, 1977-78). For those offering 'A' level General Certificate of Education course, part of the library will provide for a continuation of the best kind of sixth form library. For the rest, it should reflect a wide range of books and periodicals for staff and students in subject areas and fringe topics for proper technician and professional courses.

The narrowness of the field of study offered to the student technicians should be of great concern to the librarians and educationists generally. The solution to this problem is the provision of liberal studies. One of the main objectives of a liberal education is to teach the individuals the use of books, to read no less than to write, to know where to find what is wanted and to enjoy finding it. The library is the main tool of this kind of approach to knowledge.

3.4 LIBRARY STAFF AND ACADEMIC STAFF RELATIONSHIP

There should be regular consultation between the librarian and the teaching staff. The aim is not only to improve the nature and disposition of the collection, but also to ensure that its use by students leads to a greater understanding of the techniques and principles of library enquiry (Beswick, 1967). The contact could also be useful in the following respects:

(a) checking that bibliographical references given in projects are accurate and consistent;

(b) that reasonably good notice is given to the librarian of the introduction of new courses so as to make it possible for him to provide suitable books and periodicals for the benefit of the students joining the new courses;

(c) seeing that appropriate provision is made by the library for special short courses - workshops, seminars - both in obtaining material and sometimes temporarily putting certain materials aside for restricted use by short course members only;

(d) ensuring that reading lists are up to date and that books recommended for background reading are available in the right quantity;

(e) constant review of the sections of the bookstock with assistance from lecturers;

(f) maximum exploitation of college resources in providing an information service to local industry and commerce.

3.5 USER EDUCATION

The library must really be used deliberately by the lecturers as one of their regular teaching tools to help students to read, search and

discover. The student must of course be guided on how to use a library, how to find information and how to apply it. This will involve a reform of the lecture and teaching programmes and cutting down the time-tables so that the whole day is not completely filled with a succession of lecture, workshop and laboratory attendance. The programme of study must allow students more freedom, more individual work and more individual study. To achieve this, the time-table must be less crowded and more free time set aside for free study.

The time for systematic library instruction can be allocated on the time-table if the librarian can persuade the Principal and the heads of departments of the need for such purpose. The programme requires much staff time if it will be done properly and with good results. In Nigeria such programmes require careful planning and the introductory lectures may appear too elementary. This is so because most students come to the polytechnics with no library background at all. The librarian must therefore resist the temptation of trying to train "little librarians" instead of users of the library. He must appreciate that this is the most subtle danger that must be avoided. It could be serious as students may fail to appreciate the purpose of the exercise and then regard it as an irrelevant piece of work imposed by administration and far easier to ignore or resist than, say, examinations (Mews, 1970).

It may become necessary at times to organise some sort of courses for lecturers as some of them lack bibliographical knowledge and expertise even in their areas of specialization. This aspect may not be an easy one to accomplish, but much depends upon the personality of the librarian.

A programme of user education will embrace one, two or all of the

following, What the librarian can undertake will depend on the time that is allocated for that purpose, the amount of cooperation he receives from the lecturing staff, and the staff he has to carry out the teaching and demonstration.

(a) Introductory course will cover:

(i) a tour of the library to familiarise students with library facilities and its organization.

(ii) instruction on the use of the catalogue, general bibliographies, indexing and abstracting publications. This could be followed by library assignments designed to test how much the students know but linked with the students' courses.

(b) Systematic study of information sources and services.

This may lead to exercises in finding specific information. This involves some student participation. And the teaching staff may suggest topics so as to link them with the students' course.

(c) Courses in finding and using information.

This is based on (a) and (b) above. It involves lecture on literature search, reading, selection and evaluation of information for specific purpose. It is important that the library course be integrated into the teaching programme and teaching methods. This course leads to presentation of projects or seminar papers (Carey, 1968).

Appropriate arrangements need be made for students on short-courses to receive training in the use of library and literature. This programme requires expertise and experience in the information requirements of such groups - most of whom are qualified already in different disciplines. The courses normally range from two weeks to three months, in the case of management courses. A rather intensive course supported by hand-outs

might be the answer. The failure of managers in Nigeria to recognize the value of information service results from the fact that they missed the opportunity of knowing the significance of the library as a source of information while at the college or the university. The librarian can do no better than seize the opportunity of the short management courses, to correct this through organised courses tailored to their particular needs.

Teaching hours spent in this way would be more effective if there was more efficient use of library resources by students. With the expected increase in student population, greater responsibility for finding materials may have to devolve on the students. Systematic instruction in the use of library and literature greatly improves students' ability to use the library. However, this ability may not necessarily lead to a wider library use, as this depends more on the subject lecturers' attitudes towards the students' methods of study. So the librarian must ensure that the lecturers' attitude is the right one through gentle persuasion and through his contribution during discussions on the Academic Board and the Curriculum Committees.

In their subsequent professional careers the students will need to be able to handle information effectively. This is a very important matter for their future careers in an age of rapid technical advances, where they will need to keep up-to-date in their fields, and in an age where information is a very valuable national resource. Nigeria needs people at this level who will be able to use information to improve production, innovate and increase productivity.

3.6 LIBERALISING EFFECT OF THE LIBRARY

The library that will result from the pattern suggested above will

have a more liberalising effect than is possible in a teacher-centred, subject-oriented, and classroom constrained organization of learning activities. It will give greater flexibility to the order in which topics are treated while retaining planned, co-ordinated links with other parts of the course. It will also encourage students to work individually and in groups as the use of the library could go along with all of the other less formal teaching methods, such as seminars, group discussions and project assignments.

Through such arrangements students of technologies, for example, might be encouraged to educate their sensibilities, understand and appreciate other subjects apart from their own and relate knowledge and its application to the society as a whole. (Baxter, 1963) It is also hoped that such approach will lead to the development of independent judgement and intellectual maturity (Boyle, 1957). The challenge in Robert Jordan's message (Jordan, 1962) is of particular relevance for Nigeria:

> "Potentially, librarians have the opportunity to play a unique role, as the most dependable exponents of educational philosophy, because of their broad general interest, and because of their intimate relation to the foundation of the educational process, library use. In contrast to the typical narrow devotion of the faculty member to his subject, the librarian is devoted to the general aims of education and to the students, as individuals... But librarians need courage and self-confidence above all else. They need to end their ... congenial inferiority complex and assert their unique mission as the guardians of liberal education."

3.7 AUDIO VISUALS

The library responsibility for audio-visual aids does not end with the mere provision of the softwares as well as the hardwares. They must be well organised and administered and their availability adequately publicised.

The aim is to develop a dynamic Learning Resource Centre of which

audio-visuals and other non-book materials will be an essential part. The media resources, conveying imagination, experience, information and visual appeal can together with print bring students to a greater understanding and a better appreciation of otherwise vague and abstruse topics. And where there are differences in ability media resources could often provide the missing motivational factors (Davies, 1969).

It is desirable that these resources be centralised in the library, acting as the College Communication Centre. If the library fails to do that, different departments will build up unco-ordinated, under-used, badly organised resources and the money allocated for that purpose might not be used to the best advantage.

If the audio-visual aids unit of the library is adequately staffed with visual aids specialists courses could be organised as follows:

(a) a basic course of familiarisation to demonstrate all kinds of equipment and resources;

(b) technique courses which give guidance in the use of such equipment as projectors, tape recorders and scanners, and assess their importance in teaching individual subjects;

(c) a materials course giving practice in creating in the media. This is a very important and useful course since many of the commercially produced materials may be inadequate or unsuitable for all purposes in a country like Nigeria which relies largely on media resources produced outside the country.

Alternatively, the courses could be organised in co-operation with other established Audio Visuals Units at local or state level. Other bodies and institutions which concentrate on innovations and new teaching techniques could well be the answer.

Obviously, the use of audio-visual aids will be on the increase in

the polytechnics as it is now being recognised that effective teaching in most subjects and indeed in those that do not come within the experience of the lecturers will depend largely on judicious use of these aids.

3.8 SERVICE TO INDUSTRY

The characteristics of this type of training - that of integrating theory, practice and field training - are highly relevant to the work of the library in relation to its services to students, staff and industry. Starting from the 1977/1978 session, engineering students in the polytechnics in Nigeria pursuing the Nigerian National Diploma (NND) courses will spend the long vacations during the course for field work in industry. It is the purpose of this field work (practical experience) to forge the functional link with industry at the grass roots level as well as giving the trainee technicians the required practical experience as an integral part of the course.

The library in its support to the polytechnic in promoting the closest liaison with industry can give valuable service by making its resources available to industry and by acting as a centre for the supply of technical and commercial ideas and information. However, no one library can hope to give adequate information service to industry. Such a service can only be possible on a mutually cooperative basis within a defined region. For such a cooperative system the library has an important role to play.

Library service to industry as an organised information service does not exist in Nigeria. There are, however, pious hopes in some quarters of the need for such a service. In 1969, an information service to industry was launched by the Yaba College of Technology in cooperation

with a few other libraries in Lagos. It was the Lagos Special Libraries Information Service (LASLIS), with its headquarters at the college library. Due to shortage of staff, lack of moral support and a lack of awareness on the part of the personnel in industry, the service is now offered to those who ask for it and it is given only by the library, although the resources of other libraries are sometimes used to answer enquiries. The service is very much appreciated and it does indicate an area of real need in Nigeria.

There is one important area that should be looked into with beneficial results. This is a survey of information needs in industry in Nigeria. Oguara (1975), in his conclusion on Special Libraries in Nigeria, asserted:

> Many institutions both in the public and private sectors have no library and information services facilities at all."

He therefore calls for a

> "comprehensive investigation into the structure, resources and services of the existing facilities"

in the belief that the result of such investigation could lead to

> "a determination of the nature and level of library services and documentation centres to be established."

Aiyepeku (1974) even went further to advocate legislation compelling firms to provide library and information services.

It is true that in Nigeria the majority of citizens are not conversant with the sources of information available to them, nor are they conversant with the best way of exploiting the resources. And it is not uncommon to find the majority of the firms without libraries. This is probably so because most of the firms belong to international organisations that have libraries or information centres at their headquarters. But times are changing. Not only are most of these firms being largely indigenised through compulsory sale of certain percentages of the share capital to individual Nigerians and government (Nigeria, 1972), but the

nature of the economy now is such that if it is to thrive it must make use of efficient and effective information services. There is, of course, an urgent need for an aggressive user education in Nigeria if the information service is to be used to the best advantage. This underlines the urgency of the programme advocated in this chapter under 'user education'.

For a polytechnic library to offer an information service to industry, moral and financial support of the Academic Board is essential. It is not enough for a librarian to act on his own strong belief for such a service. The emphasis on the moral support of the polytechnic rather than that of the Principal alone is deliberate as a change in principalship could affect the service adversely, if the new Principal happens to be one that does not favour such a service. This reminds me of the reaction of a former principal of a college of technology on my views during an interview on the Nigerian Television programme, that a college of technology library should, in addition to its other services, provide an information service to industry in its locality. The following day he telephoned me and said that in his opinion the college library existed to serve the college and no more; and that the public library should be left with such a service. That was an unfortunate stand, coming as it was from a former Principal of a college of technology. But it is a stand which a college librarian cannot afford to ignore. Incidentally, most public and state library services will want, at present, to concentrate their efforts on serving the general public rather than plan a specialised information service to industry. IFLA said (IFLA, 1973) that in a developing country like Nigeria the public library should place emphasis on simple educational material and books for leisure reading, changing later to more sophisticated provision, including technical and commercial information.

In the case of the polytechnics there will be many experts and specialists on the staff whose help in solving the more technical problems will be invaluable, and the library can serve industry well by exploiting the available expertise when this becomes necessary. Such help would, of course, prove most beneficial to the institution in the long run. It should be possible for the library to provide full library service to industry in return for other benefits, financial or otherwise (Lambe, 1957).

It will be necessary to appoint Industrial Liaison Officers in the polytechnics. These will be people with experience in industry and who are interested in handling problems and are aware of the complex problems of communication (Wright, 1969). It is appreciated that a Nigerian who possesses these qualities will require very good incentives to be attracted to the job. The functions of the Industrial Liaison Officers will include some of the following:-

(a) Helping small and medium sized firms which have inadequate scientific or technical support;

(b) helping these firms to identify and define their problems;

(c) encouraging them to use the variety of specialist advice available;

(d) fostering the introduction of new methods and techniques to raise their productivity;

(e) encouraging them to use the polytechnic to the full as well as the resources of government establishments and research institutes, through the provision of an information service based in the polytechnic library (Ishola, 1977).

The provision of an information service to industry will require personnel with expertise in the techniques of information handling and who can act as a link between the Industrial Liaison Officers and the prople in industry, and be able to interprete their information

requirements in absolute terms. The polytechnics could initiate a training programme for new graduates in specified disciplines as such people are rare in the country. The graduates could be sponsored for training at a School of Librarianship and Information Studies for one year of an M.Sc. course after having been employed as a trainee for a year. This system was adopted by Hatfield Polytechnic, England, with beneficial results (Wright, 1969). An aggressive staff development programme is, however, needed to carry it through until a reasonable crop of information specialists and systems analysts are produced.

3.9 INTER-LIBRARY COOPERATION

Since no library could be self-sufficient and since a library, however well-stocked and developed, is but a part of the national library and information resources, the polytechnic library should take a very active part in any schemes of inter-library cooperation. This will involve cooperation in the acquisition of specialised materials and in appropriate joint records such as the union list of serials. Of particular relevance from our own standpoint is cooperation in indexing of articles, publications and other materials for current awareness. This assignment will require extra vigilance on the part of the participants since bibliographical control of these materials is not current and at best incomplete (Aje, 1977). At the national level, this cooperation will involve contribution to the national union catalogue, and the national union list of serials, compiled by the National Library of Nigeria in Lagos.

Since the polytechnic libraries will provide information service in industry, it will be to their advantage if they consider for adoption in Nigeria the Russian pattern of strong collaboration between scientists, engineers, librarians and research workers, so as to create an active technological information service throughout the country (Lewis, 1969).

3.10 OTHER SERVICES

The library will need to adopt a progressive publicity programme in order to bring its various resources and services to the attention of those who should know about them, so that they could be exploited to the best advantage. For that purpose, the publication programme should include reading guides, bibliographies, newsletter and guides to the library.

Because of the problems students and staff encounter in obtaining their own books, the librarian could organise an exhibition of books with the cooperation of the publishers' representatives and reputable booksellers. The best time for such exhibition is the first few weeks of session, and the subjects covered by the book exhibition would be mostly those of interest to the polytechnic. It would be extremely useful if students and staff could order or purchase any of the books in the exhibition.

The librarian should show an active interest in the promotion and distribution of books if permanent solutions are to be found to the perennial book distribution problem. In the case of the polytechnic, the librarian could help to start a bookshop on the premises which will later be run by a committee with the polytechnic librarian as the chairman. The librarian, because of his knowledge of books, will be able to give expert advice.

The resources and services should be adapted to the changing circumstances in the polytechnics and in response to official policies on technical education and information needs, both in the community and in the nation as a whole. An efficient and effective library service is an expensive investment. Most of the services discussed in this chapter will not be possible without making provision for sufficient

qualified and experienced professional staff and capable supporting staff, spacious accommodation for books, readers, staff, technical processes, and services including user education and adequate capital and recurrent grants.

CHAPTER 4.

SURVEY OF LIBRARY STANDARDS IN FOUR COUNTRIES

4.1 INTRODUCTION

This chapter is in two parts. Part 1 is devoted to a survey of the many attempts made in four countries, England, United States of America, Canada and New Zealand, to evolve standards of library services for non-university level institutions. While Part 2 attempts a comparative study of the recommended quantitative standards. Attention is given only to those attempts that are considered significant in the search for standards of library service and aimed at improving them. For this reason, publications other than standards are included, for although they do not contain the word standards in their titles, the intention remains the same. That is, to give recommendations aimed at stating what is required to improve the present library situation in these institutions. It will be almost impossible to catch the spirit of the second part of this chapter without the historical background in part 1. The purpose is to enable readers to appreciate the developments of these standards, the philosophies behind them and the impact they have on the developments of library services in their countries of origin.

EVOLUTION OF STANDARDS

4.2 ENGLAND

In Britain concern for poor libraries in technical colleges was first shown in 1938 in the report of a joint committee on libraries in technical institutions. It blamed the lack of library provision in many cases on the Principal or his staff who had not stressed the importance of the library rather than the parsimony of the local education authorities (Wright, 1958). The stand was restated in 1944. In 1955, the Regional Advisory Council for Higher Technological Education, London and Home Counties, published a report on libraries in colleges of further education.

The appendix to the report contained the report of a survey of library facilities in art, commercial and technical colleges in the region during 1953-54. The report gave concrete suggestions for stock, size of stock, expenditure and staff in the region. It recommended £800 (1955 prices) for colleges doing mainly part-time work and recording 250,000 student hours, and £2,000 for those with 1,000,000 student hours of which two-thirds are full-time. In 1959 the Council recommended annual expenditure which improved that contained in the previous report. It emphasized the value of up-to-date stock, and recommended that a proportion of special grants to new departments and new courses should also be earmarked to cover additional work that the library will undertake in relation to new courses. In the same year the Southern Regional Council for Further Education provided more general recommendations, particularly in relation to library provision in smaller colleges. The last two reports illustrated quite clearly the paucity of library provision in the two regions as well as recommending standards in order to improve the situation (Wright, 1958).

Also in 1955 the committee of the newly formed Colleges of Technology and Further Education Sub-Section of the University and Research Section of the Library Association prepared a memorandum describing library provision within the technical colleges and suggested how the position could be improved. In 1957 the Sub-Section published a further document (Library Association, 1957) giving basic recommendations for libraries in colleges of advanced technology, regional technical colleges and area technical colleges which have advanced full-time or sandwich courses. It proposed a points system for financing the colleges. Full-time, post-graduate and research students are assessed at fifteen points each, part-time staff five points each, universities standard ten points per 1000

student hours, advanced standard six points per 1,000 student hours, and school stardard two points per 1,000 student hours. Each point was valued at 5s.6d. (1956 price). Yescombe (1963) criticised the standards in that it did not allow for subsequent increase in costs of books, periodicals and bindings. A survey of the principal college libraries by the Sub-Section in 1954 revealed an average overall expenditure of 10s.2d. per head; the lowest was 4s.1d. and the highest £1.

Building Bulletin No. 5 (Great Britain, 1955) accepts that a library is indispensable in a college of further education and made recommendations for size of libraries in these institutions. The recommended sizes range from about 1,000 square feet for colleges with a student capacity of 1,500 to 2,000 square feet for colleges with a student population of 3,000. In addition, there is provision for storage, supervision, a small and preferably separate area for technical processes, a small office for the librarian and a reading room for journals. There is evidence, however, that some of the colleges of technology had library accommodation in excess of the recommended area. For example, Manchester College of Technology had a total area of 7,300 square feet, Hatfield Technical College in 1952 had 1,800 square feet for 3,500 volumes and had planned a new extension of 3,000 square feet, providing a total capacity of 40,000 books. Liverpool College of Commerce library erected in 1954 had 2,116 square feet providing accommodation for 8,000 books and forty-four readers (Wright, 1958).

Earnshaw (1968) felt that the provision in Building Bulletin No.5 was too inflexible where demand was rising. A.T.T.1 and A.P.T.1 (1963) after a detailed study of the existing recommended provision for library buildings suggested as a means of immediately raising standards that seats might be provided for from 10.6 to 20.2 per cent of the day-time student population,

according to the size of the college. A higher percentage of readers in larger colleges was suggested. Other revised formula includesspace for four-fifths of the books at 90 sq. ft. per 1,000 and one-fifth at 45 sq. ft. per 1,000; but no precise figure for bookstock was recommended. The circulation space was to be an additional 25 per cent of reader and book space and provision for service space and seminar space.

Circular 322 (Great Britain, 1957) was significant in many respects. It explores in detail the functions of the library and the role it should play in the life of a technical college. "The functions of a college library are to provide books, periodicals and other materials for private study and research". It emphasises the role the library will play in liberal studies, the training of students in the use of the library and literature so that they may benefit from the library resources and that they may acquire the habit of finding information after they have finished their formal education.

It encourages information service to industry, interlibrary cooperation at local, regional and national levels. A Library Advisory Committee is considered necessary to assist the librarian in his duties and to formulate a sound library policy.

It sets standards for staffing, accommodation, size of stock, finance and equipment for each category of the colleges. These were based on size and level of work.

Lord Verulam (1957) commenting on the circular said "although it stresses the importance of a good library in a technical college and emphasises the need to make use of it, it does not make clear the extent to which the availability of a library can make more liberal the education given. Although the circular up-dates the Building Bulletin No. 5 (1959), the Association of Teachers in Technical Institutions (1966) felt that the

provisions for library accommodation were out of date in some respects even when they were first issued.

Circular 322 says, "It seems unlikely that any library can function effectively with less than 3,000 volumes." The Standards of the Library Association Sub-Section (1959) set a minimum target of 10,000 volumes over five years at a minimum outlay of £13,500.

Circular 323 (Great Britain, 1957) was significant for its introduction of the post of tutor librarian in colleges of technology as well as stipulating the qualification, salary and status.

Ardern (1957) did not think that the Ministry of Education recommendations in circular 322 were adequate, particularly when compared with the draft circular circulated to interested bodies earlier. It did not give any definite standards on salaries regrettably. Paterson (1957) also criticised it on this point. It states simply, "the conditions of the librarian's service should be designed to give him a position in the college, appropriate to his responsibilities." Although it recommends a generous book allowance, it only suggests book funds ranging from £500 to £2,000.

Wright (1958), however, felt that many technical college libraries are increasing in size due to the impetus of circular 322. Eatwell (1958) also felt that the expenditure on books and periodicals has improved since the issue of the circular. In 1958 a survey of the London and Home Counties revealed that 18 of the 105 colleges that replied were without libraries as compared with 30 out of 114 in 1954 (Eggleston, 1959).

The Government White Paper on technical education Cmd. 9703 (Great Britain, 1956) is responsible for major progress made in libraries in

colleges of technology and further education. In paragraphs 105 and 106 it spelt out what the National Council for Technical Awards means by "the college will be expected to provide good library facilities and good social amenities." It emphasizes a comprehensive library, training of students in methods of handling technical literature, supply of technical information to industry and exchange of ideas and inter-library cooperation at all levels.

For staffing and status of librarians in these colleges the memorandum (1960) prepared jointly by the Councils of the Library Association, Association of Technical Institutions and the Association of Principals of Technical Institutions was a hallmark. It considered the functions of the library and the librarian in the educational work of the college and recommended that "salary should be within the range of the Burnham Technical Scales. The grading of the post should be related directly to the standard and volume of work undertaken in the college and to the size and scope of the library." It also recommended the designation "tutor-librarian" in line with the functions of the librarian stipulated in both circulars 322 and 323 (Great Britain, 1957).

The Library Association and its section for colleges of technology and further education have since 1957 promulgated standards of library service in colleges of technology and surveyed libraries to find out the library situation in these institutions.

The first official standards of service were compiled by a committee of the Sub-Section for Colleges of Technology and Further Education, University and Research Section of the Library Association (1957). The intention of this document (revised in 1959) aptly puts: "What is said in 1972 will be determined by what we do now." It gives a resumé of the 1938 Joint Report, part of which says, ". . . the library position is

entirely unsatisfactory and calls for drastic reform." It also gives the part the library should play in liberal education by giving the stand expressed by the National Institute on Adult Education on this subject, "A liberal education without books is unthinkable; yet few technical institutions have anything like an adequate library, which, after all, should be a common laboratory and workshop for the whole institution." Then it goes on to criticise the annual votes which are inadequate to replace obsolete and worn-out volumes. In order to improve this situation it calls on local education authorities and governing bodies for a more progressive attitude toward the financing and staffing of technical college libraries, particularly finance for the initial equipment of new libraries and for maintaining the existing ones at a proper standard.

The main features of the 1957 document are

(a) that the quantitative standards are minimum;

(b) experienced chartered librarian accorded the recommended status should be in charge of the library;

(c) there should be sufficient staff to open the library during all college hours;

(d) seating for 10% of students at 25 square feet per student plus 20% of that total for the librarians' office and store;

(e) central library is recommended; departmental libraries should only be provided for departments distantly situated in separate buildings;

(f) initial grant for 10,000 volumes to be built up within 5 years;

(g) point system for book fund is based on student hours and levels of work;

(h) modern fittings and equipment and use of recognised classification scheme and up-to-date cataloguing.

The recommendations in the 1938 joint report and those of the London and Home Counties are referred to extensively, but prices are updated.

In spite of the influence of circular 322, reports indicate that progress was still slow in many of the established libraries. Whatley (1961) described the inadequacies in libraries of Colleges of Commerce, compared with standards suggested in circular 322 and with the standards issued in 1959 by the Library Association Sub-Section for Colleges of Technology and Further Education. Earnshaw (1961) emphasized the need for urgent development because of the lamentable position in many colleges.

In 1965 the Library Association published College Libraries; recommended standards of library provision in colleges of technology, and other establishments of further education. Its main purpose was "to facilitate the provision of sound and comprehensive library services in Colleges of Art, Commerce, Technology, and Further Education . . ." The standards are "based on experience and detailed investigation". It covers comprehensively standards of library use, services to be provided, resources required for efficiency (books, staff, buildings and budget), together with sample calculations of cost, size of building and staffing of a particular type of college. The appendix contains "specimen courses on library use for students at courses". This document was preceded by Recommended summary standards of library provision . . . published in the Library Association Record in June 1964, with a warning that a detailed one would be published before long.

The second edition of the 1965 standards was published in 1971. Second edition (revised) 1971 includes "Policy Statement on College Libraries and Learning Resources". For the first time the standards also apply to Scotland. Calculations and specimen courses on library use are

omitted. Like the first (1965) edition it reflects ". . . the increased awareness of the role of the library in the college, exhortations from the Department of Education and Science, Council of National Academic Awards, the growth of liberal studies and the widening of curricula .." (Library Association, 1971). As its predecessors, it reviews the services which should be provided and indicates the resources required in terms of bookstock, staffing, buildings and finance.

The emphasis is on "quality service" rather than a bulk service and the adequacy of stock to meet the main needs in all subjects taught in the college.

(a) Services that will be provided include:

(i) reading and reference services (emphasis on well organised, comprehensive stock of books, periodicals and other library materials, including audio-visual materials);

(ii) guidance to readers, both staff and students, and bibliographical consultation;

(iii) courses in efficient library usage;

(iv) information services - to staff and students;

(v) active participation in inter-library cooperation at all levels;

(vi) services to industry and commerce through exchange of ideas and information between the college and industry;

(vii) others include index and abstract services, library publications, exhibitions and displays.

(b) Books and other library materials:

(i) There is need for a stock policy, capital grant for initial stock, adequate financial provision for stock growth; stock planning policy should provide for well balanced bibliographical aids, general reference books, standard works, books suitable for liberal studies

and general reading, current and retrospective periodicals, pamphlets, reports, standards and trade literature, illustrations, slides and research materials, such as advanced treatises and survey reviews.

(ii) Initial stock for a college without degree work should not be less than 10,000 book titles and for a larger college with some degree work and specialised advanced courses, not less than 25,000 titles. Current periodicals should number between 100 and 600.

(c) Staff:

(i) The librarian should be appointed as soon as the college is established so that together with the college authority he can work out a "policy of progressive development".

(ii) The college librarian should be a chartered librarian while a degree in a relevant discipline or other specialist qualification would be an added advantage.

(iii) The librarian should be a member of the Academic Board and should be responsible only to one head, the Principal.

(iv) A ratio of one member of library staff for every twenty teachers is recommended and a ratio of 40 : 60 professional to non-professional library staff is regarded as normal. Minimum staff is three.

(d) Buildings:

(i) It emphasizes central library; in planning, convenience of access, freedom from noise and disturbance, flexibility and ease of expansion should be important criteria; and lighting, standards of finish and services (e.g. electricity, internal telephone, book lifts) are equally important.

(ii) The library should include any of the following that are appropriate

to the size and work of the college: main library area for reference, lending and periodicals; service space (e.g. circulation desk), book stocks, library classrooms (for user education); specialist rooms (e.g. micro-reading, audio-visual rooms, print and specimen rooms, research rooms, seminar rooms, carrels, and tutorial rooms); rooms for librarian, deputy, for technical services and offices for secretary and clerical staff.

(iii) Students seating requirements are calculated according to discipline: one place for every five students of technology and applied science; one place for every four students of pure science; one place for every three students of other disciplines; one place for every ten part-time students irrespective of disciplines. 25 sq. ft. is allowed per undergraduate, 35 sq. ft. per post-graduate.

(iv) Seats are to be provided for 10 per cent of the total staff at 35 sq. ft. per staff.

(v) It reaffirms the A.T.I./A.P.T.I criteria for shelving capacities. Space should be provided also for lateral filing; reports, pamphlets and illustration collections.

(vi) Total space requirements would work out at 6,000 sq. ft. for small colleges and 18,000 sq. ft. for a regional or larger college. It, however, stipulates that the areas that will be needed will be based on the Department of Education and Science Building Bulletin No. 5 m.s.c. figures and the Scottish Education Department Further Education Building Code m.s.c. figures.

(f) Finance:

Capital grant is recommended for an initial stock or for improving the stock in the case of deficiencies. However, 2% of the total college

expenditure (excluding salaries) is considered suitable for a small college while 3 per cent would provide a service of good standard in advanced level colleges. Annual periodicals expenditure is estimated at between one-fourth and one-third of that on books, with considerable increase in the proportion at the higher academic or research levels; annual expenditure on other material, such as binding, will be about one-eighth of the new book expenditure, rising to one-sixth if a high proportion of periodicals is bound.

(g) Statistics:

Reporting of statistical information on the library is regarded as very important.

It is worth noting that some of the colleges to which these standards apply have become part of the Polytechnic for which standards of service have been formulated by the Library Association, 1968. Some of the courses with which the Polytechnics in Nigeria are interested, that is, the Nigerian National Diploma, the equivalent of the Higher National Diploma and other non-degree professional courses are now transferred to the Polytechnics in Britain. However, the emphasis in the Library Association document (1968) is on degree and postgraduate courses and provision for stock, accommodation, staffing and finance has largely taken this into consideration. For this reason, it is decided not to discuss the document.

Earlier in 1966, the Association of Teachers in Technical Institutions published Use of Libraries; a policy statement. It deals briefly with stock but concentrates on teaching the use of the library and gives practical examples of what was the achievement in that area at the time. Other topics raised include cooperation and services to other educational establishments and industry and gives a definite stand

about the salary and status of the college librarian.

4.2.2 United States

The earliest quantitative statements that are applicable to junior colleges came from the American Council of Education and the American Association of Junior Colleges. The two statements did not go beyond minimal quantitative figures of 8,000 volumes in the first instance and 3,500 volumes in the second. Minimum annual expenditure for books was to be not less than $500. They both reflect an expectation that the junior college would be a small, rather limited institution with an extremely restricted curriculum (Wallace, 1972). It omitted from consideration quality of holdings, relationship of holdings to the curriculum and use of the library (Johnson, 1961). Neither of these statements reflects professional judgements of librarians (Wallace, 1972).

The first professionally supported standards initiated in 1930 by the Junior Round Table, predecessor within the American Library Association of the Junior College Libraries Section, was published in 1932 (Stone, 1932). It recommended a minimum collection of 10,000 volumes for 500 or fewer students, and 15,000 volumes for up to 1,000 students. Two professional librarians were recommended but there was no mention of clerical staff. It provided a budget of $5.00 per student for materials. Wallace (1972) thought the impact of the standards was negligible, although they provided the source of two quantitative figures in 1960 standards. for junior college library by the A.C.R.L.

While the action of the Carnegie Corporation of New York advisory group on junior college libraries did not have a direct relationship to the development of standards, it indirectly provided incentives to the institutions which met their modest requirements for grants to improve the quality of library services.

In 1956 standards were prepared in mimeographed form. Some of the main features were provisions for supportive staff, size of professional staff to enrolment and distinction between the size of collection essential for accreditation and that adequate for an established institution. It was, however, not adopted by the Association of College and Research Libraries. The 1960 standards was a landmark. Some of the significant statements include a formula for the size of the book collection based on a minimum of 20,000 volumes with an additional 5,000 volumes for each 500 students after the first 1,000 students. The document has proved extremely useful in improving library services to parallel the expansion of the community college movement in the subsequent decade (Wallace, 1972). According to Hirsch (1960) "... the standards are meant to give junior college librarians a readable, carefully seasoned document that they can present to their authorities and to community leaders when they want to give them a better understanding of the place the library should occupy in the modern junior college, and to plead with them for more vigorous financial support ..."

Some of the strengths of these standards include:

(i) overall emphasis which they give to the importance of the library and a recognition of the necessity to strengthen junior college libraries;

(ii) emphasis on the importance of interpreting the standards "in the light of the aims and needs of the institution of which the library is a part"; realising the wide diversity among junior colleges;

(iii) while stress is properly placed on qualitative standards, some recognition is given to quantitative criteria;

(iv) adequate library budget is emphasised. A minimum of 5% of the total educational and general budget of the college is recommended for established libraries and higher percentages for new ones;

(v) the relationship of the library - its holdings, organisation, and operation - to the total educational programme of the college is highlighted;

(vi) evaluation of the quality of library service.

Johnson (1961) noted that the quantitative standards recommended are notably higher than would be expected if they were based upon conditions currently found - even in accredited junior colleges. The College and University Library 1958-59 Statistics on book collection reveal a median size book collection of 10,195 volumes, including many duplicates and some textbooks (minimum recommended is 20,000 volumes exclusive of duplicates and textbooks). The same statistics reveal that three out of five junior college libraries have a single professional librarian (recommended minimum staff is two professional librarians). Also the median institution reporting spends 4 per cent of its budget on the library (instead of the 5 per cent recommended). He also questioned the wisdom of recommending the construction of libraries with seating capacity equivalent to one-fourth of the institutions' enrolments. To him, such a proposal is both unrealistic and unjustified to many or most junior colleges. Johnson (1961) criticised the standards because of the qualitative and subjective nature of most of the criteria and anticipated difficulties in applying the criteria to specific libraries. He felt that conclusions regarding the quality of the book collection and of its relevance to the educational programme of a particular college must, for example, largely be based upon subjective judgement. He also felt that standards for evaluating the effectiveness of library service are not objectively defined. He, however, conceded that the Standards for Junior College Libraries (1960) "is a notably useful statement which can make significant contributions to the strengthening of junior

college libraries"(Johnson, 1961).

Brown (1972) indicated that "the criteria were too ambitious for small private college libraries. Presidents of such junior colleges, and some small public colleges as well, insisted that their institutions could not afford the cost of such elaborate libraries and questioned the need for them." He also criticised the standards for not reflecting the administrative status of librarians, the concept of the merger of library audio-visual services to meet instructional needs, learning resource centres and the impact of multi-campus districts. Nor did it cover instructional experiments with programmed learning, laboratories and autotutorial methods of instruction, the use of closed circuit television and computers for instruction and services as well as cooperative endeavours.

Hirsch (1961) indicated that the ACRL Committee on Standards agreed that "no magic formula exists for the proper minimum size of the book collection in an effectively operating junior college library." However, it is desirable that this collection be large enough to prevent undue reliance of junior college students on other libraries in the neighbourhood. It should also have resources rich enough to provide liberally selected stimulating books of a general nature and "comprehensive and solid" enough to assist students transferring to the four-year colleges. The standards, he said, are meant to provide goals for the 1960s.

On the credit side, the standards have in part at least contributed to library development in these colleges. The 20,000 norm for the book collection did result in larger, more adequate library collections. Comparative statistics of Junior College Libraries before 1960 and those for 1970 show a significant increase in number of libraries exceeding this amount. The use of the quantitative norm by the U.S. Office of Education

in evaluating deficiencies in the book collection and for allowing points for supplementary grants under Title IIA of the Higher Education Act has undoubtedly resulted in larger expenditures for library materials in these colleges, thus improving the potentials for such libraries to meet their objectives. Finally, the standards provided an administrative pattern for the junior colleges that was to accelerate change in library services.

The 1971 joint Guidelines for Two-Year College Learning Resource Programs was the result of cooperation between the American Association of Junior Colleges and the Association of College and Research Libraries. The guidelines were made applicable to community colleges, technical institutes, and other two-year colleges as well as to the traditional junior colleges. They were also intended for established institutions for self evaluation and planning, rather than for new institutions not yet accredited. Incidentally, in January 1972, distinction was made between "standards" and "guidelines" (ALA Committee on Standards, 1972). The AIA guidelines were defined as "a suggested level of performance and adequacy approved by a unit of ALA, reviewed by the ALA Standards Committee, and endorsed by the Association as a desired direction of development, not having the force of an ALA standard, not the commitment of an ALA Goal, but including practical methods of procedure and self evaluation that will lead to future formulation of ALA Standards and Goals." In the same document ALA Standards were defined as "A rule or model of quantity, quality, extent, level or correctness, approved by a unit of ALA, endorsed by the ALA Standards Committee, and promulgated by the Association, as a gauge by which the degree of attainment of official ALA Goals can be measured."

In December 1972, Guidelines for Two-Year College Learning Resource

Programs was published. It supersedes both the final draft of the AAJC-ACRL Guidelines for Two-Year College Library Resource Centers (1971) and the Standards for Junior College Libraries (1960). It is a comprehensive qualitative statement of standards.

Both the 1971 and 1972 guidelines do not include quantitative figures because adequate research had not been available to support such figures. Unlike the 1960 standards, there was emphasis on the merger of print and audiovisual services in learning resource centres. Another feature is the provision of a fuller range of audiovisual responsibilities (Brown, 1972).

The guidelines so far developed provide a pattern for the institution with maximum flexibility in terms of internal structure, variation in institutional objectives, and application to institutional planning. The guidelines are to be revised annually.

Reeves (1973) in an extensive questionnaire survey and programme of site visits to some junior colleges in the United States discovered that the professional staff ratio to students averaged 1:658 (this includes non-library professionals). Comparative ratio for other academic libraries is 1:410. As it is to be expected, the ratio varies with the college size. On the whole, a profile of a prototype junior college library staff emerges from the survey as follows: "three professional librarians, one with a second master's ; one non-library professional for AV services or one library paraprofessional; three library clerks; and one half-time media technician." Library operating expenditure as a percentage of total college expenditure is an average of 5.1 per cent. One reason given for the high percentage is that a large proportion of the respondents are in their early years when relatively high book budgets are necessary.

A committee was appointed in 1975 by the Association of College and Research Libraries to develop quantitative standards to supplement the Guidelines for Two-Year College Learning Resources Programs (1972). As far as can be ascertained from a literature search up to mid-September, 1978, the quantitative standards have not been published.

4.2.3 CANADA

The beginning of any serious thought of library standards for higher education in Canada was in 1960-61 when the provincial library associations included in the Canadian Library Association (CLA) report (1961) recommendations that the Standards for College Libraries and Standards for Junior College Libraries both by the Association of College and Research Libraries (USA) be disseminated for use in Canada. It also asked the Canadian Library Association to undertake the establishment of standards for academic libraries.

In 1973 the first and only standards for community colleges, Standards recommended for Canadian Community Libraries, was published.

The Canadian Community Colleges include general post-secondary establishments operating under that title, junior colleges, colleges offering the first two years of university courses. Others are institutes of technology and colleges of applied arts and technology. They provide transfer courses as well as largely terminal vocational courses. The community college philosophy accepts this curriculum as merely one kind co-equal with provision for vocational and technical education, adult education, and meeting other needs of community citizens of post-secondary school age (Wallace, 1972).

The standards are given in two sections, namely, qualitative and quantitative. The qualitative section deals with the role of the library

and its staff, the building, collections and services, budget, public services and technical processing services. The quantity standards specify the minimum requirements which will enable the library to fulfil its role effectively in the educational work of the institution. Cognizance is given to the peculiar circumstances of the colleges such as the size of the college, number and type of programmes taught, services offered to the college and community, the number of service points and the availability of centralised processing for purchasing and cataloguing of library materials.

The main points in the standards are:

(a) Administration and Organisation

The librarian should be familiar with the educational purposes and policy of the college and as such professional librarians should be active members on all relevant academic, curriculum, and planning committees. A library committee is necessary for liaison between the library and the user community. The professional library staff should be actively involved in this committee.

Centralisation is recommended in multi-campus facilities, but with collections, facilities, and services at each campus.

In order that the users be informed of the developments or problems of the library, it should collect and disseminate information in the form of statistics, annual reports, and newsletters.

(b) Staff

(i) Librarians should be graduates of library schools accredited by the Canadian Library Association or graduates of an accredited university with associate standing in the British Library Association, or equivalents. Professional library staff should be appointed on the same basis as the teaching staff.

In addition to professional library staff, there should be professional specialists (e.g. audio-visuals and computer science) and library assistants.

(ii) Staff figures will depend on factors such as the size of collection, the number and type of programmes taught, services offered to the college and community, the number of branch libraries maintained, and availability of centralised processing. However, minimum staff recommended is as follows: four professional librarians for colleges with up to 1,000 students (F.T.E.) and one additional professional librarian for each additional three to five hundred students (F.T.E.). Three library support staff are recommended for every professional librarian.

(c) Collections

It is necessary to have written selection policy which is approved by the college's governing body. Collections which must include books in all physical forms will consist of books, periodicals, pamphlets, maps, microforms, films, records and videotapes. They should be selected because of their relevance to the educational programmes of the institution, and the need of bilingual and multilingual communities should be taken into consideration. The reference stock must be comprehensive.

A Central library is favoured. The library must select and administer audio-visual materials as well as the selection and maintenance of the college archival materials.

Minimum recommended collections should be developed as follows:
(i) For a basic collection for colleges with an enrolment of up to one thousand students (F.T.E.) a minimum of 40,000 bibliographic units and 600 periodicals. A bibliographic unit comprises "any print or non-print item, or group of items, requiring a separate and distinct catalogue entry".

(ii) For enrolments greater than 1,000 students (F.T.E.) an additional 5,000 bibliographic units is recommended for each additional 200 students (F.T.E.).

(d) Building

(i) It is recommended that library space that will be required will take into consideration the individual college philosophies. Co-operation between the librarian, the administrator and the architect is essential to purposeful, aesthetically pleasing library and one that is convenient to work in for all concerned.

(ii) Provision made in the library for facilities for discussion, listening, viewing, typing and group/individual study. Seating arrangements should include individual study carrels, group study spaces, informal seating, and seminar rooms. Adequate space should be provided for staff working areas.

Independent study seating is recommended for 30 per cent of the student enrolment (F.T.E.) but should not fall below 20 per cent of the student enrolment (F.T.E.).

(e) Budget

Different kinds of financial support are recommended: initial budgets for a new college library, special budgets for new courses, multi-campus operations, and recurrent budgets for maintenance.

Annual budgets should cover books, audio-visual materials, promotional material, salaries and wages, fringe benefits, and travel and conference expenses. The librarian will prepare budgets and control the budgets.

During the establishment years of the college, the library budget should be sufficiently high, and exceeding the recommended percentage, to enable the library to meet the minimum standards as quickly as possible.

An annual library budget of 8 per cent of the college's annual educational and general budget is recommended.

(f) Public Services

These cover hours of service which should meet all reasonable demand of the library's public; suitable circulation system, formal and informal instruction in the use of the library, supplemented by library handbooks and special bibliographies; inter-library cooperation, at all levels.

(g) Technical Processing Services

The use of centralised processing services for purchasing and cataloguing of library materials is recommended for reasons of economy and speed. National schemes, such as Anglo-American Cataloguing Rules, Library of Congress List of Subject Headings, the Canadian Library Association Canadian Subject Headings, are to be used.

4.2.4 NEW ZEALAND

The library standards for technical institutes were published in 1973, nine years after the committee on standards for this level of institution in New Zealand was constituted (Conrad, 1973).

The technical institutes offer a wide range of instructional and vocational education, varying from trade to professional level.

(a) Role of the Library

The library is regarded as a vital part of the total educational programme of the Institute. Due emphasis is placed on a comprehensive and well-rounded stock: books, periodicals, pamphlets and audio-visual materials, in order that the library could play its role as an effective instrument of education and in enabling the Institute to produce really

educated men and women with an understanding of contemporary political, social and international problems.

(b) Size of book collection

The size of book collection is calculated on the basis of weighted student hours, that is, equivalent student hours times 1000. A basic stock of 5,000 books and 40 periodicals is recommended for 200,000 WSH during the first three years of the existence of the Institute. An increase of 1,500 books and 16 periodicals is recommended for each additional 100,000 WSH. Using that formula, an institute with, say, 2,600,000 WSH will have 41,000 books and 424 periodicals (N.Z.L.A., 1973).

(c) Staffing

A minimum staff of three is recommended for full service requiring long hours in a library serving an Institute with 200,000 WSH. Eleven staff made up of 4 professionals and 7 non-professionals will be required for a library serving an Institute with 2,500,000 - 2,600,000 WSH. It is remarkable that there is close similarity in this standard both for minimum staff and the ratio of professional and non-professional, with that of the Library Association College Libraries (1971). The recommended average growth of the book and journal collection is 5-8 per cent per annum after the minimum has been achieved.

(d) Building and design

(i) The design, equipment and furnishings should all meet the basic criteria of efficient operation. The library should be centrally sited and for purpose of costs its construction could be phased. There seems to be an apparent contradiction in the provision for reader accommodation. While it advocates that "the ultimate seating capacity of a new building should be calculated on the anticipated growth of the student body over

the next decade, rather than the present enrolment", it recommends that ".. seating space should be provided for 20 to 30 per cent of the current full-time student body and teaching staff". Reader accommodation is recommended as follows:-

Places for two or more readers	25 sq. ft.	(2.32 sq.m.) per reader
Individual carrels	25 sq. ft.	" " " "
Teaching staff	35 sq. ft.	(3.23 sq.m.) " "

For Staff, an allocation of 180 sq.ft. (16.7 sq.m.) per staff member is recommended as an overall sizing standard.

The Librarian	250 sq.ft. (23.2 sq.m.)
Deputy Librarian	180 sq.ft. (16.7 sq.m.)

(ii) Bookstock

Space provision should allow for at least twenty years' growth. Calculation is based on either:

a) Linear System: 6 volumes per linear foot (0.3048 metres),

or b) Volumes per square foot: 10 volumes per sq.ft. (0.0929 metres)

It allows for reasonable expansion and is based on four foot six inches (1.3716 metres) spacing of the aisles, centre to centre.

Provision is also made for periodicals, the catalogue, receiving area, copying room and stackroom.

(e) Criticisms

Blackwood and Dobbie (1977), commenting on the standards, said that they were seen to be modest even before they were published. The minimum staff recommended was criticised on the basis that at a time when a library is being set up, and the greatest energy and direction is necessary to establish a firm foundation for future development, the provision of one staff member only is totally inadequate.

The concept of weighted student hours is said to be inappropriate for the library. Student hours are weighted according to values placed on different subjects. For example, subjects that are taught in laboratories like pharmacy and chemistry carry a heavy loading, while those taught without equipment, like accountancy, are not weighted to the same degree. The weakness of using weighted student hours as a measure of library requirements is that library demand is not generated in similar proportions to weighting on subjects. Another drawback arises from the fact that a student who attends a short or block course is eligible to use the library and borrow from it for the whole of that year.

Goodmanson (1973) has indicated that the system of calculating financial and staffing allowances on the basis of student hours results in small budget and a small staff. As a result, the size of the collection is severely limited and there is a heavy reliance on other libraries, particularly through interloan.

Conrad (1973) is, however, hopeful that with the implementation of the standards which are a modest start, the necessary improvement (that is, an infusion of aid to enable it to take off) should take place.

A survey carried out by J. Coard, Technical Institute Libraries in 1977, showed that seven out of eleven librarians who replied to the questionnaire thought that the"standards provide quantification at too modest a level in view of the institutes' responsibilities", while two librarians "thought the standards provide an adequate first step in upgrading the libraries".

The 1974 Census of Libraries reveals 1.84 number of books per technical institute student (Coard, 1977). In a recent correspondence

with a technical institute librarian, there is this comment: "no New Zealand technical institute has a really adequate library" probably "because they are under tight control from the Central Department of Education."

4.2.5 An Example of Standards for Degree Granting Institutions

It has been observed earlier in this chapter that some of the standards considered, namely, the United States and Canadian, are for two year colleges, whereas the Polytechnics in Nigeria offer four-year post-secondary courses. It is this concern that prompts us to consider standards of library service in one of these two countries for an institution offering courses beyond the two-year college level.

Standards for College Libraries (1975) is included to give us an idea of what standards are recommended for libraries in degree granting institutions in the United States. For this reason, it is considered not necessary to go into the historical details. What are discussed here, therefore, are the latest standards. The recommended quantitative standards are also included in Table I.

Standards for College Libraries (1975) supersede and replace the 1959 Standards for College Libraries. They are intended to apply to libraries serving academic programmes at the bachelors and masters degree levels as well as those serving universities which grant fewer than ten doctoral degrees per year (ACRL, 1975).

Broadly they cover:

(a) Objectives - need for the library to set down clear and explicit statements of objectives with the responsibility to promote library service which is consistent with institutional aims and methods. These should be prepared in consultation with the students, the faculty and the

administrators, but with the library staff playing a vital role. It must be reviewed regularly.

(b) Collections - These consist of books in any format:

(i) periodicals, documents, newspapers, non-print media, such as films, slides, tapes, radio and television, and recordings. They should be selected, acquired, organised, stored, and delivered for use within the library. It is essential that the materials so made available are relevant to its own students' needs and there should be continuity of collection development, sustaining annual growth rates, before withdrawals, of at least five per cent. Non-print resources should be appropriate to institutional needs.

To ensure quality the use of standard scholarly bibliographies, both current and retrospective is strongly recommended. And while the library staff is ultimately responsible for the scope and content of the collections, substantial help from and consultation with the teaching faculty should be encouraged with regard to the selection of books and in preparing book selection policy.

(ii) Formula for calculating the number of relevant print volumes (or microform volume equivalents) to which the library should provide prompt access is as follows (to be calculated cumulatively):

Basic collection	25,000 vols.
Allowance per FTE Faculty Member	100 vols.
Allowance per FTE student	15 vols.
Allowance per undergraduate major or minor field	350 vols.
Allowance per Master's field, when no higher degree is offered in this field	6,000 vols.
Allowance per Master's field when a higher degree is offered in the field	3,000 vols.
Allowance per 6th-year specialist degree field	6,000 vols.
Allowance per doctoral field	25,000 vols.

Libraries are, in terms of quantity, graded A, B, C and D, if they can provide promptly 100 per cent, 80-99 per cent, 65-79 per cent and 50-64 per cent, as many volumes or volume equivalent as are called for in this formula.

(c) Organisation of Materials

These are to be catalogued and classified in accordance with the nationally and internationally approved standards, revised continually. Centralised services should be used in the interest of economy and efficiency.

(d) Staff

(i) Amongst other things, the library staff should have graduate library degrees from the American Library Association accredited institutions. Staff should consist of the professional librarians, skilled supportive staff and part-time assistants. The library staff should have status in accordance with the Association of College and Research Libraries Standards for Faculty Status for College and University Librarians (ACRL, 1972). It is anticipated that the librarians will seldom consist of more than 25-35 per cent of the total full time equivalent library staff.

(ii) Formula for the number of librarians required by the college is computed as follows (to be calculated cumulatively):

For each 500, or fraction thereof, FTE students up to 10,000 - 1 librarian
" " 1,000 " " " , " " above 10,000 - 1 "
" " 100,000 volumes, or fraction thereof, in the collection - 1 librarian
" " 5,000 " , " " " , added per year - 1 "

Libraries are to be graded A, B, C, D in terms of size of staff if they are supported by certain percentages of the staff recommended. ..

(e) Delivery of service

It emphasises continuing instruction of the students in the effective exploitation of libraries, planned and structured cooperation between librarians and teaching staff; reference work; actual delivery of information; circulation of library materials through in-house consultation, photocopy, and through interlibrary loan.

(f) Facilities

(i) The planning of the library building should involve the librarian, the college administration, and the architect, with the librarian being responsible for the preparation of the building programme. Points that should be considered include the functional distribution and interrelationships of its spaces, acoustics, lighting, effectiveness of the heating and cooling plant. Decentralised library services should only be considered where long distances are involved.

In calculating the size of the college library building the following formula is used:

(ii) Space for readers:

For a college which has less than fifty percent of the FTE enrolment residing in campus - one for each five FTE students.

For residential college library - one for each four FTE students.

For the library in the strong, liberal arts, honours-oriented college - one for each three FTE students.

Each library seat will require twenty-five square feet of floor space.

(iii) Space for books is calculated cumulatively as follows:

	Square Feet/ Volumes
For the first 150,000 volumes	0.10
For the next 150,000 volumes	0.09
For the next 300,000 "	0.08
For holdings above 600,000volumes	0.07

(iv) Space for administration: one-fourth of the sum of the spaces needed for readers and books as calculated under (ii) and (iii) above.

No provision is made in the above formula for non-book services. So space required for a college library's non-book services and materials must be added to the calculations above.

(g) Administration

(i) The college library must be administered as an academic department with the college librarian as the chief, responsible only to the President or the Chief Officer in charge of the academic affairs of the institution. The college librarian must also be a member of all committees in which the curriculum or policy that will affect the work of the library is discussed. A standing advisory committee consisting of the librarian as an ex-officio member, faculty and student is recommended as the main channel of formal communication between the library and its user community.

(ii) Inter-library cooperative efforts - like cooperative processing and participation in pooled ownership of seldom-used materials are encouraged.

(h) Budget

It is observed that library budgets, exclusive of capital costs and the costs of physical maintenance, which fall far below six per cent of the college's total educational and general expenditures, are seldom able to sustain the range of library programmes required by the institution. And depending on local factors, between 35 and 45 per cent of the library's budget is normally allocated to the purchase of materials, and between 50 and 60 per cent is expended on personnel.

The college librarian should have sole responsibility and authority for the allocation and reallocation of the library budget and the

initiation of expenditure against it.

4.3 COMPARATIVE STUDY OF QUANTITATIVE STANDARDS

4.3.1 Introduction

The question of quantitative standards is best understood in the light of the historical developments of these standards discussed above. Several aspects of the quantitative standards will be discussed in a comparative manner but with their applicability to the Nigerian polytechnic library situation as the main point of emphasis.

4.3.2 Staffing

In Canada four professionals are recommended for a library serving a community college with 1,000 student full time equivalents. One additional professional is recommended for every additional 300 to 500 students (F.T.E.). Three library supports are recommended for every professional librarian. This represents a ratio of professional to non-professional staff of 1 : 3. In New Zealand the library of the smallest institute with 200,000 weighted student hours, that is, 200 students, will have a minimum of three staff to maintain full service with long hours. A library serving a technical institute with 2.5 million weighted student hours, that is, 2,500 students, will have eleven staff made up of 4 professionals and seven non-professionals, that is, a ratio of 4 : 11. This ratio seems to derive from College Libraries (L.A., 1971), as there is obvious reference to the ratio 40 : 60 professional to non-professional adopted in the standards. The staff recommended in New Zealand for the smallest technical institute library is the same as is recommended for the smallest college in England.

In England (L.A., 1971), apart from the smallest libraries, staff requirement is calculated in relation to the size of the teaching staff: one member of library staff is recommended for every 20

teaching staff. Overall a ratio of 40 : 60 professional to non-professional is recommended. The proportion in the professional cadre could be improved if the library undertakes a heavy user education programme.

Using the Canadian and the New Zealand formulas, libraries serving a student population of, say, 2,600 will have 7 professionals and 21 non-professionals in Canada, whereas New Zealand will have 4 professionals and 7 non-professionals. It is not easy to calculate the staff in a British college unless one knows the size of the teaching staff. The British formula could create a problem in a country like Nigeria where there is wide divergence in the ratio of teaching staff to student population in the polytechnics. In such a situation the library will suffer adversely in an unprogressive institution where the staff-student ratio is very low. The net result is that although the student population is higher than in a sister institution with higher staff-student ratio the librarian is entitled to a smaller staff using the British formula. Sewell (1966), commenting on this standard, said "one member of library staff for every twenty teachers would not be too excessive" partly because it was a good deal higher than he found when he was collecting statistics on Colleges of Advanced Technology and Technical College Libraries in 1963. And added, "it was impossible to devise a formula which does justice to all factors. However, Humphrey (1970) was of the opinion that if the criteria of excellence adopted are higher than those in existence at the time they are established, they need to be revised at regular intervals.

The situation in Nigeria is so different from all these four economically and professionally. In Britain, Canada and America, certain services such as centralised classification and cataloguing, cataloguing-

in-publication, experienced book suppliers, centralised technical processing, ordering on approval, sophisticated information service, and superb documentation are available to save valuable time for professional staff as well as non-professional. For instance, finding information on topics of local interest could prove a big problem for lack of documentation, and if it exists it may not be up-dated regularly enough to make it a reliable source. The effect of these is that for a Nigerian library to achieve the same success and efficiency as are recorded by these countries, it needs an appreciably higher staff than are recommended in those national standards.

4.3.3 Book Stock

The Canadian standards provide for a minimum bookstock of 40,000 bibliographic units and 600 periodicals for a library serving a community college with an enrolment of 1,000 full-time equivalents. Afterwards an additional 5,000 bibliographic units are recommended for every 200 students (F.T.E.). In America, a minimum of 20,000 volumes, exclusive of duplicates and textbooks, is recommended for a junior/two year college library serving 1,000 full time students. For every additional 500 students, 5,000 volumes is recommended. The New Zealand standards for technical institutes recommend an initial bookstock of 5,000 books and 40 periodicals for 200,000 weighted student hours, that is, 200 full-time students. This bookstock is to be built up during the first three years of the establishment of the institute, with an increase of 1,500, books and 16 periodicals for every additional 100 students. In Britain, a bookstock of not less than 10,000 titles and periodical titles ranging from 100 - 600 is recommended for the colleges without degree work.

Using the standards recommended by Canada, America, and New Zealand,

the respective institutional libraries serving a student population of 2,500 students (full time equivalent) in those countries will have 80,000, 35,000 and 41,000 volumes, respectively. It is, however, difficult in the case of Britain to arrive at the size of stock for a technical college library serving the same student population as there is not the same clear-cut formula for stock growth based on the size of the institution. Rather, the emphasis seems to be on the level of courses. This is understandable as the standards apply to a wide variety of institutions in the further education sector. Some of these are now polytechnics. It is remarkable that the mythical figure "10,000" volumes first occurred in the Standards for Library Service in Colleges of Technology (1957).

What can be said at this stage in the context of the Nigerian situation is that Nigerian polytechnics need substantial book collections because of the almost complete reliance students have on the library, as a result of the difficulty in obtaining their own books, most of which are imported, and because, except in a few cities indicated in Chapter 2, the polytechnic libraries will be the only major libraries in their subject interests and levels for some time.

4.3.4 Finance

The four national standards considered in this chapter recommended financial provisions varying from 2 - 3 per cent in the case of Britain to 10 - 14 per cent in the case of New Zealand. The United States provided a minimum of 5 per cent of the total educational and general budget for a well established library with adequate collections for both the junior college and the four-year colleges. The junior college provision appreciates the need for this percentage to be increased if there is a rapid increase in the student body, or in course offerings.

It will also be augmented if the library is responsible for audio-visual programme. Canada recommended 8 per cent plus capital grant for initial stock. Britain also recommends a capital grant for the initial stock.

The percentages recommended have all been based on what was considered the "leading" libraries have been expending on bookstock, including periodicals. There is no doubt whatsoever that it is in the best interest of the library if it can rest assured that a minimum of a certain percentage of the institutional budget will go to the library. One obvious disadvantage of this system of financing is that the library also suffers during a period of economic depression. There is, however, no guarantee that even at this period all the departments including the library will have special treatment were the budget to be considered by each department making cases for increases here and there. On the other hand, the disadvantage of the library making a case for an increase without a set minimum percentage is that under principals who do not believe so strongly in libraries, the librarians may have difficulty in getting enough share of the institutional budget for the library.

Cases which could be used for augmenting the minimum percentage of the total budget for the institution: rapid increase in the student body, new courses, and services such as audio-visual aids, user education and service to industry, are all essential and are relevant to the Nigerian situation. In the particular case of Nigeria, it is important that one should consider as well the relative higher cost of books and other materials, audio-visuals: filmstrips, slides, records and films and equipment since they are imported into the country. Also relevant is the fact that there are at present not many supporting libraries and services on which these institutions could rely, unlike in England, the United States and Canada, for example.

4.3.5 Buildings

Under this topic standards for space for books, staff, seating, and services will be treated separately, so as to emphasize the similarity or otherwise of these standards made in the four countries.

(a) Books

In the United States Two-year College standards, specific mention is made of space for collections, but there is no guideline for the size. In New Zealand, on the other hand, ten volumes (0.0929 sq.m.) are recommended per square foot, or six volumes per linear foot (0.3048 sq.m.) based on four feet six inches (1.37 m.) spacing of the aisles centre to centre, and 300 periodicals volumes for 300 linear feet (87.783 m.). For stock, 1000 volumes per 50 sq. ft. (4.6452 sq.m.) is recommended. Based on this formula, a technical institute library with, say, 41,000 volumes and 424 periodicals (New Zealand Library Association, 1973) requires an area of 4,950 sq. ft. (460 sq. m.) for books and periodicals.

The British standards for College Libraries make provision in the main library for reference and lending, current periodicals, book stocks, and non-book materials, but one is referred to the Building Bulletin No. 5.

(b) Seats

Both Canadian and New Zealand standards provide for 20 - 30 per cent of the total student enrolment (F.T.E.) at 25 sq. ft. (2.32 sq. m.) per seat, while U.S. standards provide for 25 per cent of the student body (F.T.E.) also at 25 sq. ft. Britain, on the other hand, provides for seating space on the basis of disciplines: one place for every five students of technology and applied science; one place for every four students of pure science; one place for every three students of other

disciplines; one place for every ten part-time students, irrespective of discipline; 25 sq. ft. is allowed per undergraduate and 35 sq. ft. (3.239 sq. m.) per postgraduate students.

The situation in Nigeria is such that most polytechnics will continue to be almost fully residential. But since it is not always possible for the development of physical facilities to keep pace with expansion in student population, it may become necessary for some of the students to live off campus. For these reasons, the library may have to provide seats for a good number of students in residence and for those living off campus in accommodation that is not conducive to serious study because of noise, heat, and other distractions.

(c) Working areas and services

Although both Canadian and American standards provide for working areas, including staff and service areas, no specifications are given. New Zealand standards, on the other hand, provide for 180 sq. ft. (16.7 sq. m.) per staff member, including the deputy librarian and 250 sq. ft. (23.23 sq. m.) for the chief librarian. The British standards provide for each member of library staff an office or workroom space of about 100 sq. ft. (9.3 sq. m.) with an extra $33\frac{1}{2}$ sq. ft. (3.1 sq. m.) for each service position in operation at any time. The librarian's office will be a minimum of 200 sq. ft. (18.6 sq. m.), and in larger libraries, a deputy librarian and secretary will each require an area of 150 sq. ft. (13.94 sq. m.). 100 sq. ft. (9.3 sq. m.) is provided for two users in libraries providing non-book media. On the whole, the British standards recommend an area of 6,000 sq. ft. (557.4 sq.m.) for a small college; unfortunately, there is no indication in the standards as to what a small college means in terms of student population served, while 18,000 sq. ft. (1672.3 sq.m.) is the area recommended for larger colleges.

There is also provision for, say, pamphlets and reports at 1000 items for 15 sq. ft. (1.39 sq.m.); 50,000 items of illustration collections and information files requiring 300–600 sq. ft. (27.87 to 55.74 sq.m.). For display of current periodicals 25 sq. ft. (2.32 sq. m.) for pigeon-hole storage, to 100 sq. ft. (9.29 sq.m.) for full display per 100 titles.

The British standards are very detailed and the provisions are so international that there is a lot to commend them to Nigeria with modifications, say, in the area of the librarian's office and the space area for library staff. It is advisable to make reasonably generous provision in this area as experience will show (at least from my experience). Yaba College of Technology library has been stuck to an accommodation allocated to it since 1963 and there is no way of even expanding or rearranging furniture and fittings to make room for readers. The library is now bursting at the seams, and though provision is made for another library in the current development plan, it is unlikely that this will materialise until probably the next development plan period, 1980/1984.

CHAPTER 5.

PRESENT LIBRARY SITUATION IN THE POLYTECHNICS

5.1 INTRODUCTION

This chapter is based on an empirical study of the libraries in the polytechnics in Nigeria, so as to ascertain the level of provision, bookstock, use, staffing, finance, accommodation and services, and to see to what extent they meet recommended library provision in similar institutions overseas. A literature survey reveals that very little of direct relevance to this study is available. Aladejana (1975) is useful as an introduction to polytechnic library development in the country, but it is general in scope. Ogunsheye (1970) surveyed Nigerian library resources in science and technology. Yaba College of Technology library was the only polytechnic library included, probably because it was the only highly developed polytechnic library at the time or the only library in the polytechnic sector that responded to the questionnaire. The National Library's publication, the National Digest of Library Statistics, gives statistical details on libraries in the country, including the polytechnic libraries, but is not detailed enough for the specific purpose of the study. In fact, the latest edition was 1972, according to the Nigerbiblios which contains a list of all National Library of Nigeria publications published so far. Dr. Bimpe Aboyade sent out a questionnaire on behalf of the National Committee on Interlibrary Cooperation - a committee of the National Library of Nigeria, to selected Nigerian libraries, including the polytechnics. As far as can be ascertained through a literature search, it does seem that the report of the survey has not been published. It was therefore decided to carry out a survey of the polytechnic libraries in Nigeria.

5.2 METHOD OF STUDY

There are sixteen polytechnics in Nigeria. Six of them were newly established at the beginning of 1977/78 session. They are located in geographical areas of considerable distance from each other and it was thought that no representative picture could be gleaned from a survey based on random selection of any of them. For this reason, all the polytechnic libraries were surveyed. The main reason for including the new ones was that it would be necessary to see what provision is made for them during the first year. As the study was being carried out from England, it was decided to use a postal questionnaire. The questionnaire was sent in duplicate so that the libraries could keep a copy each for their records. When the first set of returns were received, it was discovered that a supplementary questionnaire was necessary to ask a few more questions that were left out in the original questionnaire but considered important enough for an overall picture particularly of financial provision in the polytechnics.

Apart from the distance one limiting factor is that the study has to be carried out between July and September 1978. So the questionnaire went out in June. Two reminders were sent to those who had not yet returned their questionnaire in July or August. Individual letters were also written to those who had sent in their returns. All of them were asked to clarify some information or supply information like circulation statistics, total grant to the polytechnic or student population, as it will be almost impossible to arrive at any conclusions without them.

5.3 RESPONSE

Five out of eight of the older polytechnic libraries sent in returns. This is 62.5 per cent of those to whom the questionnaire was sent. In the case of the six new ones which started during the last one year, four

replied. This is a 66.6 per cent return. Two actually completed the questionnaire while the other two sent in letters giving information such as the present staff and student numbers, and the area of the temporary library.

All the polytechnics with the exception of four Federal Government polytechnics are owned by the State governments. It is perhaps necessary to state that Nigeria is a 19-state country. The Federal polytechnics are financed 100 per cent by the Federal Government while the State polytechnics attract 50 per cent subvention based on the estimates prepared by the polytechnics. As is to be expected, the economic climate in the country dictates what this percentage means in financial terms.

Yaba College of Technology is the oldest, having been established since 1948. The Polytechnic Ibadan followed in 1961. (It was known as the Technical College until 1970). The Kaduna Polytechnic was established in 1968, The Institute of Management and Technology was established in 1973 when the Institute of Administration and the College of Technology, both in Enugu, were merged. The rest were established in the early 1970s. The new ones came into being during the last one year. In fact, some of these will not become operational until September 1978.

5.4 MAIN POINTS ARISING FROM THE STUDY

5.4.1 General

An analysis of the returns reveals wide disparity in the level of provision, staffing, finance, bookstock, accommodation and services. The analysis does not reflect an advantage in favour of the oldest institution. However, it is not difficult to see trends of development particularly in finance, staffing and bookstocks in some of the institutions. Without exception, none of them occupy purpose-built libraries. The one which

does inherited a library which used to belong to another institution which occupied it in the 1950s until the early 1970s, when it transferred to the polytechnic. Almost all of them have plans for library buildings during the current development period (1975/1980), but there is only one which has actually started building a two storey library. And three of the five older libraries have multi-sites, while one of the four new libraries is multi-site with one of the sites 18 miles away.

They all have vacancies in the professional and non-professional cadre. The vacancies in the professional cadre may be attributable to the rapid expansion in higher education throughout the country and the increasing demand for librarians who are obviously in short supply. One other reason is that given by one of the libraries, that although there are posts "the authorities are rather reluctant to employ many at the same time."

5.4.2 Staff

(a) Qualification and Status

Although the questionnaire does not cover qualifications and status, the trend in the country is to appoint librarians with a professional qualification and a degree, evidenced by the advertisements in the news-papers. The government salary structure and the recent discussion by the National Board for Technical Education ensure that the polytechnic librarian enjoys salary parity and status with other heads of departments. Nevertheless, some polytechnics have appointed librarians who are in charge of the library at a salary level that is lower than that of the substantive college/polytechnic librarians.

(b) Established Posts and Vacancies: Professional

For professional grades, average posts filled during the three years 1975/76 to 1977/78 show 56.7, 60 and 54.2 per cent respectively (Table III).

The average ratio of professional to non-professional during the same period is 1:3.3, 1:2.9 and 1:3 respectively. This shows the trend to be almost constant for the period, the lowest being 1:6.5 and the highest 1:1.5 (Table IV). However, the highest ratio in this respect is not necessarily the best in terms of professional staff ratio to the teaching staff. While the average ratio of professional staff to teaching staff in 1977/78 is 1:19.7, the ratio for that library is 1:43 (Table V).

The above ratio shows that most of the libraries are running the service at a professional:non-professional ratio lower than, say, the recommended ratio of 40:60 for colleges of technology in the United Kingdom and the New Zealand Library Association standards for technical institutes, and the Canadian standards for Community Colleges a ratio of 1:3. Non-library professional posts are not taken into consideration in the calculation as they may tip the scale unduly since they occur only in a few libraries in any particular year.

(c) Professional/Non-professionals: Filled Posts

The average ratio for filled posts for professionals and non-professionals for the same period is even lower being 1:4.6, 1:3.9, and 1:4.9 respectively. The highest and the lowest ratios for the period in that order are 1:2.7 and 1:6.8; 1:2 and 1:6.5 and 1:2.3 and 1:5.7 (Table IV).

(d) Ratio of Library Staff members to Teaching Staff

Library staff member ratio to teaching staff is pretty high. The average ratio is 1:4.6, whereas the highest is 1:1.6 and the lowest is 1:12.3. The median is 1:2.8. The British Standards recommends one library member for every twenty teaching staff. The other three Standards

do not give guidance in this respect (Table V).

(e) Professional Staff/Student Ratio

The professional staff to students ratio average for 1977/78 is 1:328. Whereas the highest is 1:103 and the lowest is 1:823. The median is 1:393. If non-library professionals are taken into account the ratios are 1:227.1, 1:93.6 and 1:506.3. The median is 1:140 (Table VII).

(f) Library Staff Member/Students Ratio

The average ratio of library staff members (professionals and non-professionals) to students during 1977/78 session is 1:78.2, the highest and lowest ratios being 1:17.8 and 1:235 respectively. Generally speaking, staff student ratio is rather high when compared with, say, Canadian Community College, which is 1:63.5 for 1000 full time equivalents, 1:100 for 2000, 1:107 for 3000. It is only in the case of one library that the ratio is very low, that is 1:235 as compared with 1:116 for a library serving a comparable student population in Canada. It is necessary to point out that centralised processes such as purchasing and cataloguing, which are taken for granted in the standards, are not yet in practice in Nigeria (Table VI).

5.4.3 Finance

(a) Library grant as percentage of total institutional grant

The answer to this question is not very helpful, in that four of the five older libraries that sent in returns gave total library grant instead of total institutional grant asked for. However, response to this question from the only older polytechnic indicates that the annual library grant for the three years 1975/76 to 1977/78 is an average of 4 per cent of the total institutional grant. The highest and lowest percentages during the period are 4.5 and 3.1 respectively. In the case of the two new ones that sent in returns, the percentages are 1.0 and 8.5 respectively

for the year 1977/78. No reason is given for the two widely differing percentages, but the higher percentage is accounted for by the large grant of 116,679 naira classified as "others" out of a total grant of 298,839 naira (Table XI).

It is necessary to observe that the Canadian standards recommend a minimum of 8 per cent of the college's annual educational and general budget for the library services. The United States recommend a minimum of 5 per cent of the total for a well-established library with an adquate collection. The United Kingdom recommends 2-3 per cent of the college expenditure, while New Zealand recommends an annual budget of 5-8 per cent of the institute's general expenses once basic stock has been achieved. The Nigerian annual budget ratio to the total institutional grant is near only to that of Britain, but as indicated earlier, Nigerian polytechnic libraries require a substantially higher percentage as supporting libraries are almost negligible for the most part, and the costs of books, periodicals and equipment are much higher as they are all imported.

(b) Staff - Books and Periodicals Expenditure Ratio

The audio-visuals grant is included with the books and periodicals grant. The average staff-books expenditure ratios during 1975/76 to 1977/78 are 1.5:1.6, 1.6:1, and 1.15:1.2, respectively. The highest and the lowest ratios in each year during the period are 2:1 and 1:3.3, 2.2:1 and 1.2:1, and 1.4:1 and 1:1.7 (Table X). The ratio for 1977/78 is remarkably low when one takes into consideration an average increase in grant of 139.6 and 273.5 per cent for books and staff respectively.

The ratio is lower than that which is expected of a service that is capable of giving efficient and effective library service. The ratio in the case of the United States is 2:1, "at least twice as much (or more) for salaries as for books and periodicals". The British, Canadian and New Zealand standards do not give any guidance here.

(c) Professional-Non-professional staff Expenditure Ratio

The average expenditure ratios for professional and non-professional for the three year period, 1975/76 to 1977/78 are: 1.3:1.5, 1.5:1 and 1.6:1.1 respectively. The highest and lowest ratios for each of the three years are, however, 1.9:1 and 1:2.4; 1.8:1 and 1.04:1; and 2.9:1 and 1:1.5 (Table XII). The median for 1977/78 is 1.5:1.

The only guidance in respect of professional to non-professional ratio is number, not the expenditure ratio, but the 1977/78 ratio indicates wider disparity from one institution to another.

(d) Expenditure per student (Table XIV)

(i) Average expenditure per student on books and periodicals in 1977/78 is ₦ 67.65. The median for that year is ₦ 46.78, while the highest and the lowest expenditure figures per student are ₦ 184.50 and ₦ 6.38 respectively.

(ii) On staff expenditure (professional and non-professional) an average expenditure per student in 1977/78 is ₦ 77.23. The highest and lowest expenditure figures are ₦ 159.40 and ₦ 27.60 respectively.

(iii) Overall library expenditure shows an average expenditure per student of ₦ 163.80, while the highest and lowest expenditure figures are ₦ 349.19 and ₦ 56.46 respectively.

(e) Capital grant on books

One library had 125,000 U.S. dollars in 1966 to develop the library over a two-year period (Yaba College of Technology, 1973). Out of this amount, 56,000 U.S. dollars was to be spent in building up a minimum book collection of 12,000 volumes. An annual budget of £600 and £1,000 was approved for 1966/67 and 1967/68 financial years, respectively. One of the new polytechnic libraries that replied to this questionnaire reported that there was no capital grant for the development of the

bookstock. There was no reply to the question from the other libraries.

5.4.4 Stock and Use

(a) Bookstock (Table XV)

The bookstock statistics reported do not indicate the extent of duplication. There is, however, no doubt that the bookstock will have many essential titles duplicated to meet heavy demand by staff and students.

The mean bookstock for 1977/78 is 21852 volumes while the median is 25065. The two new libraries with 5,500 and 6,023 volumes respectively reduce the value of the mean and median figures which should have been higher without these bookstocks.

(b) Growth rate

It is not possible to ascertain the growth rate as no library has returned the supplementary questionnaire which should have provided this information.

(c) Use of Stock (Table XVIII)

Mean circulation statistics for the period 1975/76 to 1977/78 are 14,525, 19,308 and 13,267 respectively, while the median circulation statistics are 16,626, 17,950 and 12,454 respectively. The low mean and median figures in 1977/78 were accounted for by the inclusion of circulation statistics of a library in its first year. However, the mean percentage increase in the circulation statistics for all the libraries in the three years (1975/76 to 1977/78) are 1.0, 40.4 and 59.1 per cent respectively, using 1974/75 as the base year.

In addition to the staff and students' use of resources, four out of seven libraries (57.1%) reported that they allowed non-members of the

polytechnics to use the resources. The mean number given is 43. Two reported their interest in people from industry using the resources for consultation as well as providing an information service to them.

On the effect of the teaching patterns on the extent and manner of the use made of the library, three libraries out of seven felt that the library was used in connection with assignments, and that because lectures were staggered students have free time to use, and do use, the library for private study during and after college hours. One library, however, reported that the courses were based on a few prescribed books and students, particularly those on secretarial courses, rarely go outside these recommended books. The effect was that these students hardly used the library.

5.4.5 Accommodation (Table XV)

(a) Four of the polytechnics are multi-site, with sites as wide apart as 2 miles or 18 miles. With the exception of one main library which occupies a library built for another institution in the 1950s, they are all in buildings or accommodation converted or allocated or occupying a unit in the administrative block which makes expansion almost impossible.

(b) Total area of library accommodation (Table XV)

The mean is 842 sq. metres, while the median is 1,239 sq. metres. The New Zealand Standards for the mean student population of, say, 21,000 recommends library accommodation measuring 1934.24 sq. metres. The British standards on the other hand recommends 557.413 sq. metres for the smallest college and 1672.254 sq. metres for a larger college. There is, however, no indication of how many students should be in either. The Canadian and American standards do not indicate size of library, but judging from their qualitative standards, it is unlikely they will expect anything smaller than either the British or New Zealand

standards when one bears in mind that their provision for initial stock and seating spaces are more generous. By any of these standards, therefore, the libraries in the Nigerian polytechnics are inadequate. The present library accommodation fulfils the requirements for small to medium size colleges using the British Standards of 557.4 to 1672.3 sq. m. Whereas the older ones are large polytechnics. There is, however, one library which is 2157 sq. metres, but it is probably an aggregate of library provision on three campuses.

(c) Readers' places (Table XV)

The mean readers' places is 252 and the median is 189. The mean ratio of readers' places to the student population is 1:11, while the median is 1:15. The recommended level of readers' places that should be provided for the student population in a college of technology library is between 20 per cent and 30 per cent. In Britain, however, this is based on the disciplines, varying from 1:5 to 1:4. The provision of readers' places therefore falls below the recommended standards. There are, however, three libraries out of six which provide readers' places to students in the ratios of 1:5.6, 1:4 and 1:2.9 respectively. If space provision for lecturers is considered, the ratio will, however, be smaller.

(d) Area of readers' places per student (Table XV)

The mean area per student is 1.6 sq.m. and the median is 1.67 sq.m. The recommended area of reader's place per student is 2.32 sq.m. Two libraries, however, have 2.8 sq.m. and 2.9 sq.m. respectively. The library that has 2.8 sq.m. provides the lowest ratio of seating places for total student population, that is, 1:27.

(e) Installed shelving for books (Table XV)

The mean shelving space for 100 volumes is 2.9 m. (9.5ft.) while the median is 2.95 m. (9.7 ft.). This provision is likely to be

smaller if shelving space for periodicals is deducted. Unfortunately, we do not have this fact. The recommended shelving space is 0.3048 m. for six volumes or 90 sq. ft. in open access stock per 1,000 books. The shelving space provision in the polytechnic libraries is lower by these standards.

The library accommodation situation should not be surprising. As was indicated earlier, most of the library accommodation is temporary and is therefore not planned to cope with the collections and services for which it is used.

(f) Future development

There is, however, hope that this situation may improve in the near future. All the libraries have plans in the current development plan, 1975/1980, for new library buildings. For example, one of the libraries when constructed will have a floor area of 10,405 sq. metres, a reader capacity of 1000 to 1,600, and capacity to house 250,000 volumes; another library will house 120,000 volumes, and have 1,000 readers' places, providing for an audio-visual centre, lecture rooms for user education, in addition to the space for reference books, periodicals, staff offices, technical processes, and reprographic services, all under the same roof.

5.4.6 Services

(a) User education

All the older polytechnics give instruction in the use of the library. Out of the five libraries, two give 1 lecture of between one and two hours, which one of them called "inaugural lecture". One gives twelve lectures of two hours each, while one gives ten lectures of between one and two hours. One says it gives three one-hour library instruction lectures to each of the four years (most Nigerian National Diploma courses

are for four years) but does not indicate what is covered by the lectures.

Only one of the five libraries uses a special room for library education; this room has 31 seats. Two others use classrooms, while the other two use neither the classrooms nor the special rooms.

Only two of the libraries use slides and filmstrips during the user education lectures. Only one has home made visuals (slides), two borrowed and purchased audio-visuals for use during library instruction lectures, while the other two do not use audio-visuals at all.

(b) Literature search

Four of the libraries do literature search for staff and students only, while two each offer the service to non-members of the institution working in the public service, industry; while one only offers the service to people in commerce. One of the libraries does not offer the service at all. No charge is made to non-members of the institution for this service.

(c) Information Service

Three of the five libraries provide an information service and only one provides it as a cooperative effort. Two of these provide an information service to all non-members of the institution, while only one provides the service to commerce only. No charge is made for the service.

(d) Reprographic Service

All the five older libraries have reprographic services and only one of the four new ones has this service.

(e) Audio-Visuals

Two of the five older libraries operate the audio-visuals as an integral part of the library. Between them, the services the audio-visual units offer are photographic, film projection, use and maintenance of teaching aid apparatuses, film shows, and loaning of projectors and other audio-visual equipment to staff for class use and to students. In the case of students they are used in connection with student activities which may be educational (debates, lectures) or social.

The unit in one institution is headed by a non-library professional, while in the other it is headed by a professional librarian. It is, however, not indicated if the professional librarian has any special training in audio-visuals.

(f) Publications

All the libraries issue publications. The most common of these is the accessions list issued by five of the seven libraries that completed the questionnaire. Only three issued both a newsletter, a guide to the library and a list of serials. One library issues a catalogue of films while another issues a subject list and an index to selected periodicals received in the library. The index is normally on cards and is published in book form at intervals since 1967.

5.4.7 Inter-library Cooperation

The only evidence of an organised inter-library cooperation is the contribution of catalogue cards by two of the libraries to the national union catalogue and the national union list of serials being compiled by the National Library of Nigeria. However, libraries do inter-lend on a sort of gentleman's agreement. The study showed that inter-lending between libraries was very light. In 1976/77 and 1977/78 the libraries

lent an average of 8 and 10 books out of 12 and 11 requests respectively. In the same period, libraries borrowing from others had 12 and 8 satisfied requests out of 20 and 12 respectively.

Three libraries ranked borrowing from the university libraries as the highest.

Other forms of library cooperation were the exchanges of publications which were reported by three libraries out of seven.

5.4.8 Conclusions

The analysis of the returns has shown quite clearly a wide disparity in the library provision in the polytechnics in Nigeria. The age of the library does not seem to give an appreciable advantage, although the new libraries have had a faster rate of growth. Accommodation is one common problem. The annual budget of some libraries is more generous than the others, although one would have liked to relate it to the total institutional budget. Unfortunately, this is not possible as four out of five older libraries did not supply the information. With respect to staffing, the picture is the same as for finance. However, the ratio of professional to non-professional staff is lower than the recommended standards.

Nonetheless, beneath this picture can be seen dynamic and fast growing library services that are striving to meet the book and information needs of their communities. More spacious accommodation, a more balanced ratio of professional to non-professional staff, and an adequate annual and incidental budget will further help the growth, development and services that are so essential in a sector of higher education that is fast growing.

The disparity borne out by the study is a further testimony of the need for standards of library service in the polytechnics in Nigeria.

CHAPTER 6.

RECOMMENDED STANDARDS

6.1 INTRODUCTION

The outcome of this study, particularly the results of the analysis of the questionnaire returned by some of the polytechnic libraries necessitate that standards of library service for the Polytechnics be formulated.

From a study of the evolution of standards of library service in chapter 4, it is clear that standards were formulated by professional bodies to synthesize and articulate the aggregate experience and judgement of the academic library profession as to the adequacy in library resources, services, and facilities for a college community. The standards recommended in this chapter are largely influenced by my own experience at Yaba College of Technology Library over the past twelve years, the revealing results of the empirical study of the polytechnic libraries documented in chapter 5, and the standards of library service in non-university institutions surveyed and criticised in chapter 4. This attempt is a testimony of my strong belief in the necessity for the formulation of standards of library service for the polytechnics; these recommendations are made in the hope that they could form the basis for professional discussions for the search for such standards.

The standards will contain both qualitative and quantitative aspects because in dealing with certain aspects of library service quality and quantity are separable only in theory. It is possible to have quantity without quality, but it is not possible to have quality without quantity defined in relation to the purposes of the institution.

The standards set out in the following pages are designed to be

capable of dealing with economic and educational changes in the 1980s and their implications for the polytechnic libraries. Almost all the standards examined so far emphasized that no magic figures could be given for a point at which a library could become effective, but those given are based on what experience shows could be adequate for an effective library service. The same philosophy holds for the standards enunciated herein.

The purpose is not simply to establish minimum standards but that they may provide stimulus for the continuing improvement of all libraries in the polytechnics, and to arouse a sense of urgency among the administrators, some of whom might be unaware of what a well-equipped library could do for their institutions, especially in an era of rapid educational changes and growth.

6.2 FUNCTIONS

A good library is an essential part of the equipment of learning and nothing short of better provision in all its ramifications is needed. Its functions should go beyond the traditional support to the educational programme and should build a comprehensive stock embracing all the records of human thoughts. It will provide an integrated library service comprising print and non-print materials. These should be selected and organised for maximum utilization by the academic community as well as the nation, through active participation in inter-library cooperation.

It should promote the use of stock through progressive user education programmes to all students, through reading guidance, reference services, display, exhibitions, and an effective publicity programme.

Hours of opening should meet all reasonable demand of the library's community and a suitable circulation system must be used. The provision of an information service to commerce and industry will enable it to

support the polytechnic in its close liaison with industry.

The polytechnic libraries may have to promote and encourage the publications of relevant books in the student edition. A good example is the English Language Book Society edition. They may also help with the establishment of a bookstall on the campus, to improve the problems students encounter in obtaining books.

6.3 ORGANISATION AND STRUCTURE

(a) It is necessary that the importance of the library and its central position in the educational goals of the polytechnic be enshrined in the document establishing the institution.

(b) The library can discharge its duties successfully only if it is accorded "school" status comparable with other major "schools" in the polytechnic, with the librarian as the chief administrative head. The librarian should be directly responsible to the Principal/Rector and have control over all campus or branch libraries where the situation makes this necessary. And it is as well that the principles under which these departmental libraries are administered be clearly stated.

(c) In order that the library can play its roles in the educational work of the institution, the librarian must be familiar with its philosophies, policies, courses, and future developments. This is only possible if he is a permanent member of the Academic Board, Board of Studies or other similar bodies set up by the institutions, such as the planning committee. Through that he will be informed of changes in the curricula, new courses, and in the methods of teaching.

Other professional librarians on the staff will also need to be acquainted with the developments within the institution and necessary arrangements should be made for them to attend departmental academic committees.

(d) If the library must be effective in playing a dynamic role in bringing about the much desired integration of the library into the educational work of the institution, the teaching staff must be encouraged to show an active interest in the library. One way of doing this is to have a library committee in which teaching staff will be represented as well as other library users, including students. The committee will serve as a forum for discussing matters of interest to the users, library problems that are better discussed at that level in order to get the sympathy and understanding of the users. It must not be a place for selecting books for the library. Book selection is rightly the librarian's job and he will seek the cooperation of the teaching staff and take appropriate actions to ensure a balanced stock.

(e) The librarian must be a member of any appointment committee whenever library staff will be appointed.

(f) The hierarchical structure within the library department must be such that the lines of authority will be clear and the channels of communication well defined and generally understood. It is good management for the librarian to seek the opinion of his staff on important matters of policy and procedure.

6.4 STAFFING

(a) Adequate library staff, professional librarians, non-library professionals (e.g. audio-visuals) and non-professionals, are required for an efficient and effective library service. The staff should be supplied in the right quantity and quality. And it is essential that professional members do not have to do clerical jobs.

(b) The librarian should be appointed when a new institution is established so that he can plan the development of the library together with the administrator.

(c) The librarian is the chief library administrative officer and he must enjoy salary and status parity with the "directors of schools".

(d) Professional library staff should be professionally qualified and be graduates as well. This is the trend in the country and if professional librarians are to enjoy the recommended salary and status, their qualifications and experience should be comparable with those of their academic counterparts. Those who are professionally qualified but lack degrees have a wealth of experience that is valuable and it will be good management to grant them study leave with pay to enable them to take master's degrees.

(e) The staff size required will depend on many factors. These include the number of students (full-time equivalents), the number of library service points, the level of work in the college, the teaching methods operating in the institution, annual bookstock additions, the number of hours the library opens, and services provided (e.g. user education, information service to college and industry, and publications).

(i) A minimum of four (4) librarians is recommended for the smallest polytechnic library. This minimum provides for: the polytechnic librarian - with responsibility for organisation and administration, selection, policy, coordination, and liaison with the polytechnic and outside it; $1\frac{1}{2}$ librarians for processing and technical services; $1\frac{1}{2}$ librarians for reference enquiries, and library/polytechnic relations and publications.

The smallest polytechnic will have 500 students or less.

(ii) Beyond this, additional professional library staff will be required as follows:

1 librarian for every additional 500 students up to 2,000;

1 librarian for every " 1,000 " above 2,500.

Additional professional staff will be required if the library undertakes

an information service to industry, user education (which is strongly recommended as a must in higher education in Nigeria because of the non-library background of most of the students) and publications. Non-professional library staff will be needed for, say, audio-visual materials if these are integrated administratively with the library.

(iii) Sub-professional, clerical and other staff should be appointed in sufficient numbers so that professional staff could devote their time to purely professional work.

(iv) A ratio of 2:3 professional to non-professional staff (excluding secretarial and manual staff) is recommended.

(f) Library staff (professional and non-professional) should be given the opportunity, time-off and grants, to attend seminars, professional conferences, workshops and other courses of professional relevance. This is necessary if they are to be able to maintain efficiency at a very high level and keep up to date with developments in their areas of interest.

6.5 BOOKSTOCK

6.5.1 An over view

Systematic stock build-up must be based on written selection policy prepared by the library in consultation with the administration and teaching staff. The library service is a quality service and should be reflected in the bookstock. The stock should be integrated consisting of print and non-print materials. It should be comprehensive, fresh, active, and up-to-date. It should cover all the subject interests of the institution as well as the fringe subject areas that will help to liberalise the education of the students. Books for recreational reading and those of cultural interests are essential in view of the interests

of the Nigerian governments in cultural revival. The stock should be balanced, reflecting all shades of opinion on all issues.

The stock will comprise books, periodicals, maps, standard reference books in all major fields of knowledge, periodical abstracts and indexes, and a wide selection of outstanding general and subject bibliographies, newspapers representing various political viewpoints, government documents, trade literature, and audio-visual materials.

As most of the books will be imported, it is essential that an increasing number of suitable books published in the country be represented in the stock.

As much as possible, a central collection should be preferred to departmental libraries. In multi-site campus, each campus should contain the most needed collection of materials, but a workable solution will have to be found in each circumstance. However, the librarian must think of the solution which is considered the best in the interest of the whole academic community.

6.5.2 Gifts

Gifts should be accepted only if they add to the richness of the collection or fill noticeable gaps in book or periodical holdings.

While help may be sought from the academic staff in building up the stock through suggestions, the librarian should have an undisputed right as a professional to provide books reflecting all shades of opinion and building up a balanced book collection.

6.5.3 Stock maintenance

It is essential that the stock be fresh, lively and up to date. This will require a systematic stock revision, editing and weeding of obsolete, physically bad books, and books that are no longer needed due to changes in syllabus and teaching method. The weeding in some subject

areas may be undertaken in consultation with the academic staff.

6.5.4 Reserve collection

Reserve collection must be examined with the usefulness of both the full-time and part-time students in mind. It could be a problem in the case of the part-time students who are in the polytechnics for a few hours of any particular day. Having reference copies of the most important books may serve the part-time students better, so reserve book collection must not be interpreted as an alternative to this.

6.5.5 Size of stock

Major factors determining the size of the library collections include the extent and nature of the curriculum, the number and character of the course programmes, the methods of teaching used, the size of student population, the need of the lecturers for more advanced materials and books on fringe subjects needed by students for projects which cannot be conveniently obtained from libraries in the neighbourhood.

A minimum stock of 50,000 volumes and 400 periodical subscriptions are recommended for a college with 1,000 students(full time equivalents). This initial stock must be built up within the first three years of the establishment of the polytechnic. An additional increase in stock will be worked out on the basis of 3,000 volumes per 200 students after the first 1,000 students.

6.5.6 Growth rate

An annual growth rate of between 8 to 10% is considered reasonable after the initial stock has been achieved. The annual purchase will consist of new titles and new editions, retrospective purchases to cater for new courses and extension of syllabuses or curriculum, to fill noticeable gaps in stock, additional copies to meet heavy demand on some books and replacements for those in physically bad condition.

While standards would reveal how many books each polytechnic library would hold, it would not show how appropriate these books are, nor whether they are adequate for the polytechnic's needs. The real test of a library's adequacy is whether it can supply enough of the right books at the right time to satisfy demand.

6.5.7 Audio-visual aids which may include films, slides, transparencies, gramophone records, and sound tapes should be acquired, organised and administered by the library. It should also instal and maintain equipment necessary for their use, both within and outside the library.

A judicious use of audio-visuals can make teaching more effective as they can supplement teaching to a beneficial advantage, especially in areas that are not within the experience of the lecturers.

Control by the library could facilitate the development of a retrieval system and the installation of the remote control within the library of audio-visual materials, like gramophone records and tapes, and even individual viewing by staff and students within the library.

6.6 FINANCE

A good library is an expensive commodity. Both capital and annual grants will be needed for establishing and maintaining what is essentially a growing institution. An adequate budget will be needed for staff, books, building, equipment, services and for maintenance.

6.6.1 Capital grant

Capital grant is needed for the initial stock for the first taree years of the establishment of the library if it is to offer a worthwhile service within its first few years of existence and if itis to be possible to build up the initial stock within a short time. Capital grant may also be required when existing resources are substantially below the

minimal stock requirements, and for items of equipment in any major innovation.

6.6.2 Annual budget

6% of the total institutional grant is considered the minimum annual budget that would enable the library to offer the quality of service previously recommended in these standards.

Incidental grants may be necessary for new courses, rapid expansion in student population and multi-site libraries.

The librarian should submit annual estimates to the administration and defend them. He should have overall control in the allocation or reallocation of the main heads and subheads of the estimates, and authorise expenditure.

6.7 BUILDINGS AND DESIGN

6.7.1 General considerations

Planning for the library should be initiated by the librarian and the final plan should result from consultation between the librarian, the administrators, and the architect. A Library Building Committee has a lot to commend it. The outcome of such discussion should be a functional and purposeful building, having maximum internal flexibility and adaptability.

The polytechnic library must be housed so that adequate space is provided for books, staff, students, services and equipment. In order to make future expansion possible, it is essential that the library building is a separate unit and if it is a new building, the design should take into account future expansion.

If it is necessary to phase the building plan, the design should take account of future extension.

The virtue of a separate building is that the library can be planned solely as a library unit, free of any of the problems involved in fitting it into a building which is serving other purposes. Also, the essential requirements of the library are much more likely to be met. It enables, for example, ceiling heights to be chosen in order that the best use can be made of the height for storage. And it could be designed to allow for future expansion.

A central library has a lot to commend it. To do otherwise may cause a split of related materials; realising that there is very great overlapping between, for example, the various branches of engineering and between engineering and physics; it could lead to expensive and lavish duplication and could also lead to fragmentation of knowledge. A central library is itself an educative process.

When it becomes necessary to have branch libraries, because the library is serving a multi-campus institution, transport should be provided to enable students easy access to any of the collections.

The whole atmosphere must be conducive to study; so it is important that the lighting is good, the temperature is a comfortable one to read in, it should be well ventilated, reasonably quiet and pleasant. In order to protect books and equipment against heat, humidity, insect pests and dust, it is essential that the library be air-conditioned.

6.7.2. Space requirements

(a) Spaces must be provided for all the services of the library. These are: circulation and reference areas, books and periodicals, reading places, entrance hall which could be used as well for exhibitions (in a polytechnic whose students produce a lot of project works as an integral part of the courses, the exhibition area could provide a valuable focal point), rooms for user education programme (this could also be used for tutorials needing access to the library stock), technical services, audio-

visuals, staff offices including the librarian's, the deputy librarian's and the secretary's offices, book stack, and staff-room/kitchenette.

It is essential that due consideration be given to the functional distribution and interrelationships of spaces.

Shelving space should be adequate for the planned growth of the collection: books, periodicals, the art illustration collections, maps and trade literature. The planned shelving space should allow for a doubling of the stock in twenty years.

For collections the following space standards are recommended:

(b) Books: open shelves 90 sq. ft. (8.36 sq.m.) per 1,000 vols.

stack: 45 sq. ft. (4.18 sq.m.) per 1,000 vols.

Periodicals (bound):

open shelves: 150 sq. ft. (13.94 sq.m.) per 1,000 vols.

stack: 75 sq. ft. (6.97 sq. m.) " " "

Pamphlets, reports, trade literature: 15 sq. ft. (1.38 sq.m.) lateral filing

Illustration Collections: 3 ft. per 1,000 items

or 1 ft. for 200-250 in filing cabinets.

Space required will of course depend on size of mount and method used. However, it is estimated that an illustration collection of 50,000 items will require from 300 to 600 sq. ft. (27.638 sq.m. to 55.256 sq.m.). Display of current periodicals requires from 25 sq. ft. for pigeon-hole storage to 100 sq. ft. (9.209 sq.m.) for 100 periodical titles.

(c) Service Space:

Staff

Librarian - 250 sq. ft. (23.02 sq. m.)

Other members of staff, including the Deputy Librarian: 180 sq. ft. (16.576 sq. m.) per staff.

(d) Seating places

Seats to be provided will depend on planned student population (full time equivalents), the teaching methods used, other library facilities in the vicinity, and the residential status of students. It is as well to take into consideration the library's responsibility to the community. Hostel accommodation will be provided as far as possible for the majority of the students on campus and this has an important implication for the library.

Also an important factor is the lack of alternative places that are conducive to study; class rooms are infested with mosquitoes which are a constant nuisance to concentration during study. And as indicated earlier on in chapter 3, the polytechnic library will remain the only situable library for most states in the foreseeable future. With all these factors, therefore, the minimum number of seats that the polytechnic should provide will be 25% of the projected student population. It is recommended that each reader's place is 25 sq. ft. (2.32 sq.m.). In addition there should be accommodation for 10% of the total academic staff at 35 sq. ft. (3.23 sq. m.) per seat.

Various types of seating should be provided. This will include individual study desks, table seats, and comfortable seats for those who want to read in a relaxed position. 25 sq. ft. per reader will be acceptable.

6.8 TECHNICAL PROCESSES

The quality of the service depends largely on the way stock is organised, the way staff are managed and also on the way human, material and financial resources are used. It is important that standardized procedures are used as far as possible in cataloguing and classification.

In this respect, the adoption of international standards is important. Through their adoption, their bibliographic description could be compatible with that used by the National Library of Nigeria, thereby facilitating such cooperative efforts as the contribution of catalogue cards for purposes of the national union catalogue and the national union list of serials.

Any cooperative efforts that would promote efficiency and save time and money should be introduced. The use of new technology in technical processes should be investigated and introduced also in the interest of economy, speed and efficiency.

6.9 INTER-LIBRARY COOPERATION

It is to the advantage of the national library and information resources that the polytechnic library cooperates with other libraries. Such cooperation may reduce to the minimum unnecessary duplication in acquisition as well as providing sources for little-used materials and services and joint recording of materials, like local list of serials or bibliographies. Such cooperation should not relieve the library of its responsibility for buying the essential books and offering essential services unless these are covered by the terms of the cooperative scheme.

6.10 SERVICES

It is not enough to provide a comprehensive collection and have excellent and adequate staff. A measure of all these as far as the students and staff are concerned is the quality of the services which they get from the library. Therefore, the services which the library provides must be those which make exhaustive exploitation of the resources possible as well as promoting complete integration of the library with the

learning processes.

Following are some of the services which a polytechnic library could offer:

6.10.1 Publications

Publications could help to promote the use of libraries, though some of them, like the current awareness services, are undoubtedly demanding on time. They are nevertheless very necessary to encourage the use of the library and the resources. Examples of such publications are: digest of periodicals, index of articles from some periodicals taken in the institution. The emphasis will be on articles, for example, which might otherwise have escaped attention. Others are library handbooks, library newsletter, special bibliographies, and reading lists. Some of these last could be prepared in cooperation with subject specialists.

6.10.2 User Education

User education should be programmed so that the student can make the best use of the resources and be an adept information seeker and user when he is in industry. The use of commercial or home made audio-visuals for this purpose is to be encouraged.

6.10.3 Information Service to Industry

The polytechnic library will help the institution in promoting the necessary liaison between it and industry through the provision of an information service to industry and by maintaining close links with specialists in the individual departments for that purpose.

It will also provide valuable supporting services by encouraging the use of its resources by members of the public with a specialist need.

6.11 EVALUATION OF THE SERVICE

The standards will need to be updated regularly because of changing situations, but to do that with good results will require a wealth of reliable and current comparative statistical information on libraries in these institutions. It is also essential that the use of the service be evaluated through statistical analysis of, for example, circulation issues, satisfied and unsatisfied requests, inter-library loans and books that are never used or are in heavy demand. It is equally important to relate the statistics to trends and decide on what actions should be taken, such as stock revision and editing, or improvement in staff training or user education.

As statistics of the present library situation in the polytechnics could provide an empirical basis for revision of standards of service, it is very important that a Committee of College of Technology and Polytechnic Librarians be set up. One of its functions will be to set up a machinery for the collection, collation and dissemination of relevant statistics in these libraries on an annual basis.

As a guideline, the statistics should include the following:

(a) Income, but indicating different types and sources; expenditure; staff (professional and non-professional); books and other non-periodical materials (i.e. pamphlets, manuscripts, maps), audio-visuals (i.e. slides, filmstrips, microfilm, motion picture film, sound recordings), periodicals, binding, equipment and other expenses not included in the other categories.

(b) Personnel: professional and non-professional. Other library staff (executive, secretarial, etc.).

(c) Size and growth of collections: books, periodicals and pamphlets, manuscripts, microforms and audio-visuals, government publications, maps.

(d) Circulation, that is, total recorded transactions for all types of materials in the library's collections, by students, staff and external readers.

(e) Inter-library loans: items borrowed, items lent, indicate separately for books, microforms and photocopies.

(f) Services: photocopying - only those reproduced from library materials for readers; information.

(g) Enrolment: full-time academic staff, full-time and part-time students, external readers.

6.12 SOME RECOMMENDATIONS

(a) It will be difficult at this stage to recommend standards in areas such as measures of library effectiveness and productivity. It is therefore strongly recommended that research and experimentation into these areas be looked into by the Committee of College of Technology and Polytechnic Librarians, earlier suggested in this chapter. This is an area where co-operation between the Committee and the Departments of Library Studies in the Nigerian Universities is very necessary.

(b) A Committee of Librarians must be appointed by the National Board for Technical Education to report periodically on the adequacy or otherwise of libraries in the Polytechnics.

(c) It is also necessary that some librarians be appointed to serve on the subject advisory committees the Board may set up in future.

(d) Nothing much is known about the library resources and information needs of the industries in Nigeria. As a prerequisite to an information service to industry, it is necessary that an empirical study be made into these areas. The study could be carried out under the auspices of the National Library of Nigeria through its National Interlibrary Cooperation Committee.

(e) Professional library staff should be sent on a training study leave to say, Britain, to study the information service to industry based mainly on the Polytechnic and College of Technology libraries. Financial assistance for the training scheme could be sought from bodies, such as the British Council and Unesco, to supplement the Nigerian sources.

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TABLE IA. Comparative table of present and recommended standards: Nigeria

TOPICS	PRESENT STANDARDS AS REVEALED BY SURVEY	RECOMMENDED STANDARDS
Finance	Annual grant of 4% of total institutional grant[1]	Capital grant for initial stock Minimum of 6% of total annual institutional grant, more additional grant for new courses, rapid expansion of student population and multi-campus libraries.
Staff	1 professional staff to 393 students	Minimum of 4 librarians for the smallest library having 500 students (F.T.E.) or less. Then additional librarians as follows:- 1 librarian for every additional 500 students up to 2,000 (F.T.E.) 1 librarian for every additional 1,000 students above 2,500 Additional librarian required for services such as user education programme, publications and information service to industry.
	Ratio 1:3 professional to non-professionals	Ratio of 2:3 professional to non-professional staff (excluding secretarial and manual staff).
Bookstock	25,065 volumes[2,3]	Minimum of 50,000 volumes and 400 periodical subscriptions for an institution with 1,000 students (F.T.E.). Initial stock to be built up within three years of the existence of the institution. An additional increase in stock is based on 3,000 vols. per 200 additional students(F.T.E.). Annual growth rate of 8 to 10% after the initial stock has been achieved. Audio-visuals should be administered by the library but no figures are recommended.
Building and design	1239 sq.m. (13,336 sq.ft.)[5]	Central library strongly recommended except in multi-campus institution which should have campus branches in addition. No maximum are recommended but required size is based on a combination of bookstock readers, staff and service areas as follows:-
	1 seating place for 15 students at 1.67 sq.m. (18 sq.ft.)[4]	Seating places for 25% of total student population (F.T.E.) at 25 sq.ft. per reader; 10% of total academic staff at 35 sq.ft. per staff.

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TABLE IA. (continued)

TOPICS	PRESENT STANDARDS AS REVEALED BY SURVEY	RECOMMENDED STANDARDS
	Shelving space 9.7 ft. per 100 volumes.	Books open shelves 90 sq.ft.(8.36 sq.m.) per 1,000 vols. stack 45 sq.ft.(4.18 sq.m.) " " " Periodicals (unbound) open shelves 150 sq.ft.(13.94 sq.m.) " " " stack 75 sq.ft.(6.97 sq.m.) " " " Pamphlets, reports, trade literature (lateral filing) 15 sq.ft.(1.38 sq.m.) per 1000 items Illustrations, collections) 3 ft. per 1000 items or 1 ft. per 200-250 in filing cabinet, depending on size of mount and methods used. 50,000 items - 300-600 sq.ft.(27.63-55.25 sq.m.) Display of current periodicals Pigeon hole storage - 25 sq.ft.(2.32 sq.m.) Full display - 100 sq.ft.(9.28 sq.m.) per 100 titles Staff Librarian - 250 sq. ft.(23.02 sq.m.) Others, including the Deputy Librarian and the secretary - 180 sq. ft. per staff.

1. This figure is used as it is the mean for three years for the only libraries of the old categories that replied.
2. Figures for periodical subscriptions are not available.
3. No figures for annual growth rate.
4. The ratio and space area would be less if space for academic staff is taken into account.
5. This figure is not representative. It derives from one library which is unusually large. See Table XV.

TABLE IIA. Established and Filled Posts: Professional Staff

Libraries		1975/76		1976/77		1977/78	
		Established	Filled	Established	Filled	Established	Filled
Old:	A	9	6	10	6	10	7
	B'	6	3	9	5	11	5
	C'	6	3	7	5	8	6
	D'	9	-	11	8	12	8
	E	5	3	6	3	7	3
New:							
	F'	-	-	2	-	4	1
	G	-	-	-		6	5

' Multi-site

TABLE IIB. Established and Filled Posts: Non-Library Professionals

Libraries		1975/76		1976/77		1977/78	
		Established	Filled	Established	Filled	Established	Filled
Old:							
	A	1	-	1	-	1	-
	B'	-	-	4	-	4	-
	C'	4	2	4	3	5	5
	D'	5	2	6	2	8	6
	E	-	-	-	-	1	-
New:							
	F'	-	-	-	-	2	-
	G	-	-	-	-	-	-

' Multi-site

TABLE IIC. Established and Filled Posts: Non-Professional Staff

Libraries	1975/76		1976/77		1977/78	
	Established	Filled	Established	Filled	Established	Filled
Old:						
A	53	41	53	39	47	40
B'	21	13	32	21	39	24
C'	9	8	12	10	15	14
D'	47	41	56	39	64	47
E	15	14	18	14	23	14
New:						
F'	-	-	2	2	14	11
G	-	-	-	-	15	13

TABLE III. Percentage of Filled Posts, 1975/76 to 1977/78

Libraries	1975/76			1976/77			1977/78		
	Librarians	Non-Library Prof'ls	Non-Prof'l	Librarians	Incl. non-library Prof'ls	Non-Prof'ls	Librarians	Includg. Non-lib. Prof'ls	Non-Prof'ls
Old:									
A	66.6	60	77.4	60	54.5	73.6	70	63.6	85.1
B'	50	-	61.9	55.5	38.5	65.6	45.5	33.3	61.5
C'	50	50	88.9	71.4	72.7	83.3	75	84.2	93.3
D'	-	-	87.2	72.7	58.8	69.6	66.6	70	73.4
New:									
F'	-	-	-	50	-	100	25	16.7	78.6
G	-	-	-	-	-	-	-	-	-

' Multi-site

TABLE IV. Staff Ratio

Libraries	1975/76		1976/77		1977/78	
	Professional to Non-Professional Posts		Professional to Non-Professional Posts		Professional to Non-Professional Posts	
	Established	Filled	Established	Filled	Established	Filled
Old:						
A	1:5.3	1:6.8	1:4.8	1:6.5	1:4.3	1:5.7
B'	1:3.5	1:4.3	1:3.6	1:4.2	1:3.5	1:4.8
C'	1:1.5	1:2.7	1:1.7	1:2	1:1.9	1:2.3
D'	1:3.4	-	1:3.3	1:3.9	1:3.2	1:3.4
E	1:3	1:4.9	1:3	1:4.7	1:2.9	1:4.7
New:						
F	-	-	1:1	1:2	1:2.3	1:11
G	-	-	-	-	-	1:2.6
Mean	1:3.3	1:4.6	1:3	1:3.9	1:3	1:4.9

TABLE V. Library Staff Member to Teaching Staff Ratio*

Libraries	1975/76	1976/77	1977/78	Teaching Staff 1977/78	Ratio
Old: A	53	64	58	105	1:1.8
B'	27	45	54	150	1:2.8
C'	19	23	28	345	1:12.3
D'	51	73	84	131	1:1.6
E	20	24	31	143	1:4.6
New: F'	-	-	-	-	
G	-	-	-	-	
Mean	34	46	51	175	1:4.6

' Multi-site

* 1977/78 only

TABLE VI. Library Staff Member : Students Ratio 1977/78

Libraries		Library Staff Members (a)	Students (F.T.E.) (b)	Ratio of Col. (a) to (b)
Old:	A	58	1030*	1:17.8
	B'	54	2102	1:38.9
	C'	28	6582	1:235
	D'	84	2779	1:33
	E	31	2053	1:66.2
New:	F'	-	-	-
	G	-	-	-
Mean		51	2909	1:78.2

NOTES: 'Multi-site
*Source: World of Learning, 1977/78, vol. 1.

TABLE VII. Ratio of Professional Staff to Students*

Libraries		Professional Staff + (a)	Librarians (b)	Students (c)	Ratio of (a) to (c)	Ratio of (b) to (c)
Old:	A	11	10	1030≠	1:94	1:103
	B	15	11	2102	1:140	1:191
	C	13	8	6582■	1:506	1:823
	D	20	12	2779	1:139	1:232
	E	8	7	2053	1:257	1:293
New:	F	6	4	250	1:42	1:63
	G	-	-	-	-	-
Mean ratio					1:227	1:328

NOTES: * Full time equivalents
+ Librarians and non-library professional staff
≠ Source: World of Learning 1977/78, vol. 1.
■ Most likely to include many part-time students

TABLE VIII. Ratio of Professional Staff to Teaching Staff

Libraries	Professional Staff + (a)	Librarians (b)	Teaching Staff (c)	Ratio of (a) to (c)	Ratio of (b) to (c)
Old: A	11	10	105 ≠	1:9.5	1:10.5
B	15	11	150	1:10	1:14
C	13	8	345	1:27	1:43
D	20	12	131	1:7	1:11
E	8	7	143	1:18	1:20
New: F	-	-	-	-	-
G	-	-	-	-	-
Mean ratio				1:14	1:19.7

NOTES: + Librarians and non-library professional staff

≠ Source: World of Learning 1977/78, vol. 1.

TABLE IXA. Expenditure on Books and Periodicals, 1975/76 to 1977/78

Libraries		1975/76			1976/77			1977/78		
		Books (a) ₦	Periodicals (b) ₦	Total of (a) & (b) ₦	Books (c) ₦	Periodicals (d) ₦	Total of (c) & (d) ₦	Books (e) ₦	Periodicals (f) ₦	Total of (e) & (f) ₦
Old:	A	100,000	150,000	250,000	82,000	150,000	232,000	90,000	100,000	190,000
	B	200,000	20,000	220,000	-	-	-	135,000	15,000	150,000
	C	-	-	20,000	-	-	32,000	-	-	42,000
	D	65,000	12,000	77,000	70,000	20,000	90,000	100,000	30,000	130,000
	E	-	-	26,000	-	-	25,000	-	-	60,000
New:	F	-	-	-	-	-	-	25,000	3,000	28,000
	G	-	-	-	-	-	-	-	-	100,000

TABLE IXB. Expenditure on Staff, 1975/76 to 1977/78

Libraries		1975/76			1976/77			1977/78		
		Profes-sionals (a) ₦	Non-Profes-sionals (b) ₦	Total of (a) & (b) ₦	Profes-sionals (c) ₦	Non-Profes-sionals (d) ₦	Total of (c) & (d) ₦	Profes-sionals (e) ₦	Non-Profes-sionals (f) ₦	Total of (e) & (f) ₦
Old:	A	85,229	44,127	129,356	106,335	60,805	167,140	104,149	60,011	164,160
	B	–	–	65,978	–	–	98,658	–	–	118,974
	C	–	–	–	–	–	–	–	–	–
	D	24,500	58,500	83,000	64,446	41,048	105,494	72,080	109,494	181,574
	E	26,462	25,568	52,030	27,571	26,518	54,089	57,044	19,668	76,712
New:	F	–	–	–	–	–	–	10,000	6,528	16,528
	G	–	–	–	–	–	–	39,552	42,608	82,160

TABLE IXC. Expenditure: Other items, including binding

Libraries		1975/76	1976/77	1977/78
		₦	₦	₦
Old:	A	2,250	4,910	5,510
	B	30,000	—	4,000
	C	-	-	-
	D	2,000	1,000	21,000
	E	9,100	15,000	20,200
New:	F	-	-	5,192
	G	-	-	116,679

TABLE X. Expenditure: Staff/Books* and Periodicals

Libraries		1975/76	1976/77	1977/78
Old:	A	1.9 : 1	1.4 : 1	1.2 : 1
	B	1 : 3.3	-	1 : 1.3
	C	-	-	-
	D	1.1 : 1	1.2 : 1	1.4 : 1
	E	2 : 1	2.2 : 1	1.3 : 1
New:	F	-	-	1 : 1.7
	G	-	-	1 : 1.2
Mean		1.5 : 1.57	1.6 : 1	1.15 : 1.2

NOTE: * includes A/V where appropriate

TABLE XI. Library Votes as Percentage of Total Institutional Grant

Libraries		Library Votes			Institutional Votes			Library vote as percentage of Institutional vote			Average
		1975/76 ₦	1976/77 ₦	1977/78 ₦	1975/76 ₦	1976/77 ₦	1977/78 ₦	1975/76 %	1976/77 %	1977/78 %	%
Old:	A	381,606	404,050	359,670	-	-	-	-	-	-	-
	B	315,978	-	272,974	-	-	-	-	-	-	-
	C	-	-	-	-	-	-	-	-	-	-
	D	162,000	196,494	332,574	-	-	-	-	-	-	-
	E	87,130	94,089	156,912	2,000,000	3,000,000	3,500,000	4.4	3.1	4.5	4
New:	F	-	-	49,720	-	-	5,000,000	-	-	0.994	0.994
	G	-	-	298,839	-	-	3,500,000	-	-	8.5	8.5

TABLE XII. Expenditure: Professional/Non-professional Staff Ratio

Libraries		1975/76	1976/77	1977/78
Old:	A	1.9 : 1	1.8 : 1	1.7 : 1
	B	—	—	—
	C	—	—	—
	D	1 : 2.4	1.6 : 1	1 : 1.5
	E	1.03 : 1	1.04 : 1	2.9 : 1
New:	F	-	-	1.5 : 1
	G	-	-	1 : 1.1
Mean ratio		1.3 : 1.5	1.5 : 1	1.6 : 1.1

TABLE XIII. Percentage Increase or Decrease in Library Votes*

Libraries		1976/1977			1977/1978		
		Books & Periodicals ≠ %	Staff %	Total library votes, incl'g other items %	Books & Periodicals ≠ %	Staff %	Total Library votes incl'g other items %
Old:	A	- 7	29	5.9	- 24	27	- 5.7
	B	-	49.5	-	- 31.8	80.3	-13.6
	C	-	-	-	-	-	-
	D	14	27	21.3	64.6	118.8	105.3
	E	- 4	4	8	130.8	47.4	80
New:	F	-	-	-	-	-	-
	G	-	-	-	-	-	-
Overall increase					139.6	273.5	166
Average increase					34.9	68.4	41.5

* Base year is 1975/76

≠ Includes A/V in some cases

TABLE XIV. Expenditure per student, 1977/78

Libraries		Books & Periodicals ₦	Staff ₦	Overall Library Expenditure ₦
Old:	A	184.50	159.40	349.19
	B	71.36	56.60	129.86
	C	6.51	-	-
	D	46.78	65.34	119.67
	E	29.23	27.60	56.46
New:	F	112	66.11	198.88
	G	-	-	-
Mean		75.06	75.00	170.81

TABLE XV. Library Building

Libraries		Installed shelving for bookstock linear metres	per book	Total area sq.m.	Bookstock	Space allocated to Bookstock sq.m.	Students	No. of readers' places	Area of readers' places sq.m.	Seat Provision ratio based on present student population	Area per stude. in sq.m.
Old:	A	933	.03	938	33,147*	205	1030*	356	457	1 : 2.9	1.3
	B	777	.025	-	31,230	-	2102	189	2693	1 : 11	.45
	C	-	-	2157	25,065	334	6450	235	669	1 : 27	2.8
	D	1080	.049	829	22,000*	136	2779	498	448	1 : 5.6	.9
	E	334	.01	460	30,000	303	2053	114	(a)	1 : 18	-
New:	F	-	-	343[b]	6,023	75[b]	250	60	86	1 : 4	1.4
	G	-	-	322	5,500	39	-	60	176	-	2.9
Mean		781	.029	842	21,852	182	2444	252	367.2	1 : 11	1.6
Median		707		1239	25,065	187	3350	189	448	1 : 15	1.67

(a) inclusive (b) two sites

* Source: The World of Learning, 1977/78, vol. I.

Interlibrary Loans

TABLE XVI. Borrowing from other libraries: books

Libraries	Requests made		Satisfied requests		Percentage of satisfied requests	
	1976/77	1977/78	1976/77	1977/78	1976/77 %	1977/78 %
Old:						
A	-	-	-	-	-	-
B	-	-	-	-	-	-
C	-	-	-	-	-	-
D	-	5	-	3	-	60
E	20	18	12	13	60	72
New:						
F	-	-	-	-	-	-
G	-	-	-	-	-	-
Mean	20	12	12	8	60	66

TABLE XVII. Lending to other libraries: books

Libraries	Requests received		Satisfied requests		Percentage of satisfied requests	
	1976/77	1977/78	1976/77	1977/78	1976/77 %	1977/78 %
Old:						
A	-	-	-	-	-	-
B	-	-	-	-	-	-
C	-	-	-	-	-	-
D	-	16	-	16	-	100
E	12	5	8	4	67	80
New: F	-	-	-	-	-	-
G	-	-	-	-	-	-
Mean	12	11	8	10	67	70

TABLE XVIII. Circulation statistics

Libraries	1974/75	1975/76	1976/77	1977/78
Old				
A	7,745	8,411	7,778	7,567
B	-	10,192	26,300	30,667
C	-	-	-	-
D	22,757	24,841	28,122	-
E	17,178	14,657	15,035	14,844
New				
F	-	-	-	781
G	-	-	-	12,454
Mean	15,893	14,525	19,308	13,262
Median	17,178	16,626	17,950	12,454

TABLF XIX. Circulation statistics: Increase/decrease percentage*

Libraries	1975/76 %	1976/77 %	1977/78 %
Old			
A	8.6	- 0.42	- 2.3
B	-	158	200.9
C	-	-	-
D	9.2	23.6	-
E	- 14.7	- 12.5	- 13.6
New			
F	-	-	-
G	-	-	-
Mean	1.0	40.4	59.1
Median			

* Base year is 1974/75

TABLE XX. Chronological table of standards.

1955	Building bulletin No. 5
1955	Bulletin No. 1
1957	Libraries in technical colleges - circular 322
1957	Standards for library services in colleges of technology
1959	Building bulletin No. 5, 3rd edition
1959	Standards for college libraries (U.S.)
1959	Standards for library services in colleges of technology, 2nd ed.
1960	Standards for junior college libraries (U.S.)
1964	Recommended summary standards for library provision in colleges of technology and other establishments of further education
1965	College libraries
1968	Libraries in new polytechnics
1971	AAJC - ACR Guidelines for two-year college learning resource centers (U.S)
1971	College libraries, 2nd ed. revised
1972	Guidelines for two-year college learning resources programs (U.S.)
1973	Standards for libraries in technical institutes (New Zealand)
1973	Standards recommended for community college libraries (Canada)
1975	Standards for college libraries (U.S.)

NOTE: Standards are British unless otherwise indicated.

TABLE XXI. Libraries that returned completed questionnaire

Old

College of Science and Technology, Port Harcourt.

Institute of Management and Technology, Enugu.

Kaduna Polytechnic

The Polytechnic, Ibadan.

Yaba College of Technology, Yaba, Lagos.

New

Lagos State College of Science and Technology, Ikeja, Lagos.

Murtala College of Arts, Science and Technology.

QUESTIONNAIRE ON POLYTECHNIC AND COLLEGES OF TECHNOLOGY LIBRARIES IN NIGERIA

Name of Institution.....

Name of Librarian.....

1. BUILDINGS, ACCOMMODATION, AND READERS (Ring appropriate box)

(a) Is your institution a multi-site one? YES NO

(b) Is the library in one building? YES NO

(c) If more than one, how many?.....

(d) If library facilities are concentrated in one building/room on one site, please provide the following information on the building:
If facilities are located in more than one building or more than one site, please go straight to question 1(e).

	Floor area m^2	No. seats	Installed shelving in linear metres
Total Area			
Readers			
Lockstock			
Technical Services			
Periodicals			
Lecture Room(s) for reader education			
Others, please specify			

1. (e) If library facilities are located in a number of buildings/rooms on other sites, *please provide* information on the buildings/rooms at each location. Please fill in a separate record for each building/room.

(i) For the main building/room on the site:

Name of facility (i.e. type of use).....

	Floor area m^2	No. of seats	Installed shelving in linear metres
Total area			
Readers			
Bookstock			
Technical Services			
Periodicals			
Lecture room(s) for reader education			
Others, please specify, e.g. A/V room			

1(e)
(ii) For OTHER buildings/rooms on the site.
Please fill as appropriate using the following as a guide to types of facilities:
Reading rooms (supervised or unsupervised); Bookstack (open or closed); Technical services; lecture rooms; Periodical rooms; audio-visual centre; Reprographic Section; Others (i.e. facilities other than those given herein).

(a) Name of facility.....

Division of area as appropriate	Floor area m^2	No of seats	Installed shelving as linear metres
Total area			
Readers			
Bookstock			
Technical Services			
Others (specify)			
Do.			
Do.			

(b) Name of facility.....

Division of area as appropriate	Floor area m^2	No of seats	Installed shelving as linear metres
Total area			
Readers			
Bookstock			
Technical Services			
Others (specify)			
Do.			
Do.			

1(e)(ii) Continued

(c) Name of facility.....

Division of area as appropriate	Floor area m^2	No of seats	Installed shelving as linear metres
Total area			
Readers			
Bookstock			
Technical Services			
Others (specify)			
Do.			
Do.			

(d) Name of facility.....

Division of area as appropriate	Floor area m^2	No of seats	Installed shelving as linear metres
Total area			
Readers			
Bookstock			
Technical Services			
Others (specify)			
Do.			
Do.			

1(f) Seats

(i) Please indicate number of reader places provided for staff, if separate: .....

(ii) What is the desk area for each staff?.....

(iii) Types of seat; please tick whichever is appropriate:

multi-seat ☐ single seat ☐

(iv) How many each of:

multi-seats ☐ single seats ☐

(v) Area per reader for:

multi-seats ☐ single seats ☐

(vi) State number of readers per multi-seat.....

1(g) Registered readers this session (1977/78)

	Number
(i) Staff	
(ii) Students	
(iii) Others (including alumni and non-members of the polytechnic)	

(h) Total student population: (1977/78)

full-time	
part-time (including day release where appropriate).	

(i) Are non-members of the institution permitted to use the library for:

	Current number
Consulting	
Browsing	
Other services	

(j) If you have carried out a survey on the number of people entering the library daily, please give details by attaching a summary of the data to this questionnaire.

(k) Please estimate reasonable demand for admission which you have been unable to satisfy: .....

2. STOCK

(a) Acquisitions

	1973/74	1974/75	1975/76	1976/77	1977/78
Books					
Periodicals					
Microforms					

(b) Acquisitions
Purchased with Nigerian Government Grant.

	1973/74	1974/75	1975/76	1976/77	1977/78
Books					
Periodicals					
Microforms					

(c) Acquisitions
Purchased with foreign grant, e.g. UNDP, Netherlands Book Programme, Ford Foundation, etc.

	1973/74	1974/75	1975/76	1976/77	1977/78
Books					
Periodicals					
Microforms					

(d) Acquisitions: Through exchanges or gifts.

	1973/74	1974/75	1975/76	1976/77	1977/78
Books					
Periodicals					
Microforms					

3. USE OF STOCK

(a) Issue statistics

	1973/74	1974/75	1975/76	1976/77	1977/78
Books					
Periodicals					
Microforms					

Others, please specify, e.g. Art illustrations:

(b) Do you have any evidence of the way in which teaching patterns affect the extent and manner of use of the library?

4. STAFF

		1975/76	1976/77	1977/78
Professionals (Librarians)	Establishment			
	Filled			
Non-library Professionals (e.g. A/V; Binding, etc.)	Establishment			
	Filled			
Non-Professionals (with non-graduate diploma)	Establishment			
	Filled			
Library Assistants and Clerical Assistants	Establishment			
	Filled			
Others (e.g. Typists, Photo-assistants, cleaners)	Establishment			
	Filled			

5. SERVICES

Please tick as is appropriate:

(a) User education.

(i) Lectures only to Yr. 1 ☐ Yr. 2 ☐ Yr. 3 ☐ Yr. 4 ☐

(ii) Lectures to all years. ☐

(iii) How long are the lectures? .....

(iv) How many lectures on the average do you give to a class in one year?

.....

(v) Do you give lectures in classrooms ☐ YES/NO ☐

or

in special room for reader education ☐ YES/NO ☐

(vi) Do you use slide/filmstrips during lectures? ☐ YES/NO ☐

(vii) If yes, is it homemade ☐

purchased ☐

borrowed ☐

(b) Literature search.

(i) Is this service available to:

Students ☐

Staff ☐

Non-members of institution ☐

Please state types as follows:

Industry based ☐

Government based ☐

Business based ☐

All non-members ☐

(ii) Is any money charged to non-members? .....

5(c) Information service.

(i) Do you provide information service to:

Industry ☐

Government ☐

Business ☐

(ii) Do they pay membership fee? ☐ YES ☐ NO

If yes, how much? .....

(iii) Is this service a cooperative effort ☐ YES ☐ NO

Please give the name(s) of the cooperative scheme(s):

_____

_____

_____

(d) Reprography

(i) Have you any photocopying service(s)? ☐ YES ☐ NO

used mostly for copying from: please tick as appropriate

Books Sheets Newspapers Staff

Others, please specify .....

(e) Audio-Visual facilities

(i) Are these offered as a division of the library:

YES ☐ NO ☐

(ii) If yes, please give an indication of the services offered.

_____

_____

_____

_____

_____

5(e) (iii) Is the service headed by a professional librarian?

☐ YES ☐ NO

(iv) If not, please indicate the qualification of the officer.

.....

(f) Do you issue any publications? ☐ YES ☐ NO

Please list, if you do, giving full details:

(i) _____
(ii) _____
(iii) _____
(iv) _____
(v) _____
(vi) _____
(vii) _____
(viii) _____

6. FINANCE

(a) (i) Recurrent.

	1975/76	1976/77	1977/78
Government source			
Books			
Periodicals			
Binding			
Audio-visuals			
Others			
TOTAL			

6(a) Continued

(ii) Staff

	1975/76	1976/77	1977/78
Professionals			
Non-professionals			
TOTAL			

(iii) Total Institutional Grant

1975/76	1976/77	1977/78

(iv) Technical Assistance Grant

	1975/76	1976/77	1977/78
Books			
Periodicals			
Audio-visuals			
Fellowships			
Other items			

(a)
(ii) Capital Grant

	1975/76	1976/77	1977/78
Building			
Equipment			
Others			

7. INTER-LIBRARY COOPERATION

(a) Inter-library loans

(i) Borrowing from other libraries

	Requests made		Satisfied requests	
	1976/77	1977/78	1976/77	1977/78
Books				
Photocopies of articles				
Microforms				

Please rank types of library in order of heaviness of traffic, (e.g. 1, 2, 3, etc.) in the box provided.

Other Polytechnics ☐
University ☐
Special ☐
National Library ☐
Public ☐

(ii) Lending to other libraries

	Requests received		Satisfied from stock	
	1976/77	1977/78	1976/77	1977/78
Books				
Photocopies of articles				
Microforms				

Please rank the types of libraries in order of heaviness of traffic

Other Polytechnics ☐
University ☐
Special ☐
National Library ☐
Public ☐

(b) Other forms of cooperation, please tick whichever is appropriate.

		National
Subject specialisation	☐	☐
Contribution to N.U.C.	☐	
Contribution to N.U.L.S.	☐	

Others, please state.....
.....
.....
.....

8. FUTURE DEVELOPMENT

Please outline any development details of new buildings, services, etc.

9. GENERAL OBSERVATIONS

S.O. ISHOLA

LIBRARY PROVISION IN COLLEGES OF TECHNOLOGY IN NIGERIA

Supplementary Questionnaire

1. TOTAL BOOKSTOCK (Supply information for each year if available)

	1973/74	1974/75	1975/76	1976/77	1977/78*
Books					
Microforms					
Periodicals					

2. FINANCE

Capital grant for bookstock

i. Is there a capital grant for developing the bookstock during the first few years of the existence of the library? YES/NO

ii. If YES, how much?

iii. How long was the period in which it was to be spent? ..... Years.

iv. How many volumes did you expect to purchase with the grant?

	volumes
Books	
Periodicals	
Microforms	

v. Was a recurrent grant also given for those years? YES/NO

vi. If YES, how much for:-

Year 1 Year 2 Year 3

2(b) Current estimates 1978/79

i. Bookstock

Books	
Periodicals	
Binding	
Audio-visuals	
Others	
Total	

P.T.O.

2(b) contd.

ii. Staff

Professionals	
Non-Professionals	
Total	

Total Subvention to your institution for 1978/79 .....

3. STUDENT POPULATION

(a) For what maximum student population are you planning in your proposed building?

.....

(b)

Student population composition	1973/74	1974/75	1975/76	1976/77	1977/78
** Remedial/Preliminary course					
"A" level course					
NND/Professional courses					
Short courses					
Others, please specify					
Total					

* As August 15th, 1978

** For those who do not possess the requisite entry requirements for NND/Professional courses and for any other courses